1-1-1982

Defining and predicting overseas effectiveness for adolescent exchange students.

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DEFINING AND PREDICTING
OVERSEAS EFFECTIVENESS
FOR ADOLESCENT EXCHANGE STUDENTS

A Dissertation Presented

By

ROBBINS SANKEY HOPKINS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1982

School of Education

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To my parents for their
belief in my capabilities
and to Giles for
his loving support in
all my endeavors.

ACKNOWLEDGEMENT

This research project is the most demanding task I have ever attempted. At times I felt as though I was surely alone against all the odds. In reality though, the people whose names follow each appeared and reappeared at crucial times to help me along the way and it is greatly due to their individual contributions that this project is complete today.

This research project would have remained an outline on a page without both the emotional and professional support given me for the last several years by my husband, Giles Hopkins, Ed.D. His patience and constant encouragement were topped only by his superior skills as a listener, clear thinker and editor. His thorough support and determined outlook confirmed through many long hours of work were the major factors enabling me to complete this research project.

Dr. Michael Tucker had a major hand in the design of the data collection instruments and beyond that also shared in the frustrations and enthusiasm connected with the statistical analyses. He designed the procedures for all the analyses and wrote a technical report for YFU on the results. Mike's years of experience in empirical intercultural research are a major reason that this type of study could be conducted today. Dr. Phil Benson worked

with Mike Tucker and ran all the computer analyses for this project.

Dr. Laura Bonneville offered not only frequent encouragement and insights about the use of the LSCT instrument but also her time and expertise in supervising the coding of the student forms. She was instrumental in helping to find qualified Loevinger coders across the country to work on this project. She made the entire inclusion of the Loevinger data a workable reality.

Support for this project at Youth for Understanding initially came from Mary Smith. Bernie Dworkin and John Richardson were instrumental in approving the subsequent financial support for the project. John Richardson's commitment to quality programming supported through long term research was essential to the success of this project.

Christina Gunter, the research assistant for this project, contributed constant daily support through the myriad of details she managed as well as through her personal interest in and commitment to the ideals of the study.

Diane Splayford played a major role in coordinating the collection of the American student questionnaires in Australia under an especially tight time schedule. She essentially single handedly insured the inclusion of that sample in the study. Dr. Warwick Bateman and John Russell

were instrumental in administering the Loevinger questionnaires to the Americans upon their arrival in Australia.

Organizational support from YFU came from many other co-workers. Support, encouragement, as well as translation time were offered by my friend and colleague, Cay Hartley. Dick Willard was willing to allow this research to be carried out in Australia and even hand carried over 100 questionnaires back to Washington at one point. Pat Sturchio and Cindy Shapiro spent countless hours typing Loevinger sentences and charts. Margaret Powell and Susan Greene both served on an advisory group within YFU. Nancy Webster typed much of the first draft of this paper. More recently Karen Imboden has typed and xeroxed various parts of this dissertation for others' use.

The coding of the Loevinger questionnaires had to be completed within rigid time schedules. Dr. Tracie Manning, Dr. David Wright, Dr. Elizabeth Nettles, and Sister Trinitas Bochini, each applied their specialized skills to this enormous job. Patti Gagan and Marisa Alvarez worked diligently as translators on this project.

Thanks goes to Dan Kealey and Frank Hawes from Canadian International Development Agency not only for developing the methodology and instruments upon which this project could build but also for sharing their initial

technical report very early in the process.

Dr. Bob Suzuki, Dr. Priscilla Ulin as well as Dr. David Kinsey were an excellent group of professors to work with. Their patience and encouragement definitely benefited this thesis process.

W. Dean Hopkins contributed his excellent proofreading skills while Fran, Will and Amanda Irwin expected and supported that my dissertation came first over everything including my active presence in the household.

Most recently, it was my distinct pleasure to work with a top notch typist and excellent proofreader, Mary Grover. Mary completed the final typing of the entire dissertation with fewer mistakes than one generally finds in a routine report.

This project has benefited from the skills, support and contributions of each of these people as well as from others in more indirect ways.

I would like to especially thank three friends for their personal and professional encouragement during this process: Dr. Audrey Gray, Dr. Angene Wilson and Dr. Diane Zeller.

Though the preceding words cannot adequately express my thanks to all these people, it is clear that each of their individual contributions enhanced the quality of this final product.

ABSTRACT

Defining and Predicting

Overseas Effectiveness

for Adolescent Exchange Students

February 1982

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The purpose of this study was to define overseas effectiveness and the personality characteristics which predict it for adolescents participating in a year-long, host family, cross-cultural exchange program. Previous research has focused primarily on predictors of overseas effectiveness without paying sufficient attention to establishing adequate criteria measures of overseas effectiveness for a particular sample population or cross-cultural situation. In addition, predictor measures have relied heavily on the identification of personality traits without respect to stages of personality development. The instruments, data collection and data analyses were based on Hawes and Kealey (1979) and were augmented with the use of a developmental projective measure, the Loevinger Sentence Completion Test (LSCT).

A sample of 209 U.S. and Latin American exchange students, their host families and an organizational representative each filled out two standardized instruments concurrently. One was designed to gather data about the student's personality characteristics, the other about the student's experience. Each student also completed the LSCT prior to the host country stay. The following scales were constructed to establish criteria for overseas effectiveness: (1) Overall Affect, (2) Communication Skills, (3) Host Country Interaction and Interest, (4) Commitment to Host Family, (5) Overall Adjustment and (6) Academic Effectiveness.

Scales were also constructed to measure personality characteristics. Correlations were calculated between these predictor measures and the criteria measures. The significant predictors were (1) Self-Confidence/Initiative, (2) Natural Family Communication, (3) Interpersonal Interest, (4) Interpersonal Harmony, (5) Non-Ethnocentrism, and (6) Background for Host School. Together, these six predicted all the criteria scales. The LSCT predicted at least one scale in all six criteria dimensions. The results of this study on adolescent exchange students parallel the results of the previous Hawes and Kealey study (1979) on technical advisors lending credibility not only to their findings, but also to the efficacy of their method.

Beyond the utility and validity of the LSCT, the findings suggest that not only character traits but also developmental "readiness" may be a factor in overseas effectiveness.

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INTRODUCTION

"To be able to practice five virtues everywhere in the world constitutes humanity--

courtesy,
generosity,
good faith,
diligence,
kindness."

--Confucius

What Confucius recognized 2,500 years ago we must relearn today -- that the true test of our humanity is to demonstrate our virtues in many cultures and countries, not just our own. Peace and perhaps our survival depend on it.

The imperative realization of the eighties may well be that peace among the nations of the world is more than the absence of war. Peace does not simply happen; it must be waged. It must be waged not only by the officially appointed ambassadors and shuttle diplomats of super powers, but by hundreds of thousands of persons from all countries in all kinds of occupations and organizations that require and promote face-to-face contact with people across national boundaries and cultures.

The real danger of the current arms race lies in the nature of the arms. Weapon systems which are intercontinental, push button, and in all senses remotely controlled

are most dangerous because they put waging war on a peculiarly unequal footing with waging peace.

Peace cannot be successfully waged at a distance. Historically, peace has required and continues to require face-to-face interaction. This interaction requires that individuals be able to communicate effectively in an unfamiliar culture. No matter how technically competent, a person who expects to be effective in another culture must understand and be able to adjust to cultural differences and recognize their importance in successful collaboration.

Waging peace, like waging war, takes preparation and training. In the United States, our first effort to prepare people to wage peace on any scale approaching our efforts to prepare to wage war began in the early 60's with the Peace Corps. What has emerged from that experience is a basic lesson that even attempts to spread peace between cultures and nations can benefit from preparation and training. Research into what skills make people more effective overseas has become the focus of the field of intercultural communications. Over the 20 years since the beginning of the Peace Corps, the field has expanded rapidly in many directions. However, the consolidation and validation that comes from careful evaluation of programs, methods and techniques has progressed

more slowly.

Intercultural communications as a field is now at a point where further progress, especially in persuading financially pressed organizations of the priority value of appropriate selection techniques and intercultural training, requires answering more clearly some first principal questions.

1. What does overseas effectiveness look like in different intercultural situations?

2. What skills or personal characteristics should a person have to be successful in that intercultural situation?

3. How can overseas effectiveness and the skills or personal characteristics which are necessary for it be measured?

As we get answers to these general questions, we can better prepare people in all kinds of organizations (business, government, education, and even the military) to live and work overseas and to wage peace successfully on thousands of small but important fronts. This study is an attempt to learn what may improve the overseas effectiveness of one small but important contingent of those who are waging peace as they build lasting relationships with people in other cultures.

Background of the problem. Defining and predicting overseas effectiveness has been one of the aims of research in intercultural education and training since the field

was informally created by the Carnegie Project (Clevelend, Mangone, and Adams) in 1960. Since that time, overseas effectiveness and its conceptual precursors, "culture shock" (Hall, 1959; Oberg, 1958; Sargent, 1970), "cultural and social adjustment" (David, 1972; Harris, 1973), and "cross-cultural effectiveness" (Ruben and Kealey, 1977) have been the focus of research on populations of businessmen, missionaries, governmental officials, technical advisors, exchange students, and Peace Corps volunteers. Although a great deal of useful theory and empirical data have resulted from these efforts, the task of defining and predicting overseas effectiveness has been extremely demanding. After the first decade of research into defining and predicting overseas effectiveness, one pioneer researcher wrote with apparent frustration that predicting overseas success has proven one of the most difficult tasks undertaken by psychologists on a large scale (Harris, 1973, p. 181).

Statement of the problem. Defining and predicting overseas effectiveness has continued to be a problem, not only for social psychologists and intercultural researchers, but also for the practitioners who are responsible for the selection and training of people going to live and work in other cultures. These trainers and program executives staff a growing number of organizations whose sphere of

operation has become cross-cultural as the advances in technology, changes in economic relationships, and confrontations of political ideologies have increased our awareness of global interdependence. As these organizations expand their investment in cross-cultural programs and enterprises, the costs of such vital organizational resources as transportation and housing are skyrocketing. As if that were not enough, many traditional sources of funding for non-profit cross-cultural programs seem to be drying up.

Organizations which want to put persons in the field who can adapt and perform in an unfamiliar culture must develop effective methods of selection and training. Failure to do so will result in direct costs (i.e., increased number of "early terminations") to the organization. Perhaps more important, especially in organizations that provide services, are the hidden costs an organization incurs when participants return from overseas assignments because they cannot adapt or remain overseas, making themselves and co-workers unhappy and ineffective. Not only does the organization lose its investment in orientation, training, transportation, and related management support, but (1) the participants themselves may experience a disabling sense of failure, depression and stress upon return, (2) the cooperating host nationals may decide

not to participate in future programs, (3) support staff who have dealt with negative fallout from poorly adjusted personnel may "burn out," (4) the relationship between official representatives of both countries may become strained in negotiations to resolve conflicts, and (5) organizational volunteers may seek other more positive opportunities. Although the hidden costs of poor selection and training of cross-cultural program participants may be more difficult to measure than direct costs, the damage to the organization is just as critical. Developing effective selection and training for people expected to live and work in an unfamiliar culture must be based on an effort to accurately define overseas effectiveness for that specific program and population and to identify the dimensions of a matching personality profile of those candidates most likely to be effective in that particular cross-cultural situation.

Purpose of the YFU study. This study is being conducted for Youth for Understanding (YFU), a cross-cultural exchange organization, to define overseas effectiveness for its client population and to identify potential predictors of overseas effectiveness to aid in training and selection of its participants and staff. There are four basic research questions:

1. What useful method can be found or developed to measure overseas effectiveness and personality characteristics and to measure the relationships between the two for adolescents on a one-year exchange program?

2. What are the significant dimensions of overseas effectiveness for adolescent participants in a cross-cultural, host family, school year exchange program?

3. What personality characteristics of an adolescent participant in this cross-cultural exchange program can predict that individual's effectiveness overseas?

4. What will be the differences and similarities between the findings of this study on overseas effectiveness and personality characteristics and the findings for another subject population?

Questions one, two, and three parallel the more general question raised earlier, while question four is included to encourage comparisons of findings between different sample populations.

Previous studies have attempted to measure and predict overseas effectiveness. In general, the results of these efforts have been difficult to compose into a unified theory and the methods have not been empirical or transferable to other settings.

In 1979, Hawes and Kealey conducted a study of "Canadians in Development" which employed an empirical and transferable methodology for defining and predicting overseas effectiveness. Their sample population, however, consisted of adult technical assistance personnel and

their families and the cross-cultural experience involved technology transfer in developing countries.

This study will determine whether the methodology of the Hawes and Kealey study (The Canadian International Development Agency [CIDA] Study), can be adapted and applied to a different population (adolescents) and a different setting (host family, school year exchange program) to answer the questions above.

Approach to the problem. The questions posed in the purpose of the study will be addressed in the following manner. First, the author will review the literature on defining and predicting overseas effectiveness with particular emphasis on the methods used in previous research. Based on an analysis of these methods, a method will be proposed to answer the research questions of this study. Where necessary, instruments to collect data on independent and dependent variables will be designed or modified.

The specific hypotheses about the relationships between independent and dependent variables will be tested with a sample of approximately two hundred adolescent exchange students from Latin America and the United States on a one-year, family living experience with Youth for Understanding. This data will be corroborated with data collected from "host country parents" and local representatives of the sponsoring organization.

The data will be analyzed using split group analysis, multiple regression analysis and other statistical techniques. Results of the study will be evaluated in light of the sponsoring organization's need for more effective selection and training.

Definition of terms. Almost every thoughtful attempt in the last decade to investigate the functioning of people in an unfamiliar culture has reached the same conclusion about adjustment and performance in an overseas living experience -- "we don't know how to define it or how to predict it." Brein and David (1971) evaluated various approaches to predicting cultural adjustment and concluded that the lack of progress stemmed from the problems of identifying the complex components which define adjustment. Kennedy and Dreger (1974) found that, too often, researchers seemed to be concerned with evaluating selection procedures without first obtaining sufficient information about the nature of the overseas experience itself. Benson (1978), in an article devoted entirely to what he called "the problem of criteria," echoed the conclusions of his predecessors that not enough attention has been given to the question of developing criteria to measure overseas performance. Before attempting to predict overseas effectiveness, we must first decide or

discover what overseas effectiveness is.

A definition of overseas effectiveness is a question both of theoretical constructs and of empirical validation. Many terms have been used in intercultural research to refer to problems of functioning in an unfamiliar culture: culture shock, cultural adjustment, adaptation, cross-cultural effectiveness, job competence, role competence, overseas performance, social adjustment, professional effectiveness, and others. Although in some cases researchers have taken pains to carefully define a term (at least as a theoretical construct, if not as a measure of behavior), interchangeable usage and confusion prevails.

"Overseas effectiveness" was coined by Hawes and Kealey (1979) and includes two areas of behavior -- adjustment, which can best be understood as coping successfully with the disorienting differences between one's own culture and a host culture on levels of physical comfort and psychological security; and performance, which can best be understood as the successful carrying out of one's responsibilities in the job or role one has overseas. In addition, performance is seen to require interaction with people of the host culture. (See Ruben, et. al., 1977.) That is, performance has two aspects -- technical competence and the ability to communicate effectively. To paraphrase Ruben (1977), if technical competence is

the ability to complete a task efficiently, communication competence is the ability to effectively relate to others in the process. Communication competence as used here means more than language fluency. Indeed, trainers have determined that a broad range of communication skills is necessary (i.e., non-verbal communication, Hall, 1959). Central to the concept of performance, there is the concept of communication competence which is defined in a broad sense of successful interpersonal functioning.

Overseas effectiveness as a theoretical construct can be divided into adjustment and performance. Performance can be further subdivided into technical competence and communication competence. Without trying to obscure the neatness of this definition, it is useful to consider that these various sub-constructs may interact. That is, a high degree of communication competence, for example, may relate to a high degree of adjustment.

Measuring overseas effectiveness. Although the preceding definition of overseas effectiveness serves to clarify the meanings we have assigned various terms, we have not yet proposed a measurable definition. We do not know what adjustment or performance "looks like" to an observer or what constitutes effectiveness versus ineffectiveness. We need a "yardstick," a scale of measurement, what researchers call "criteria."

A major issue among researchers in developing criteria is whether one should try to discover criteria for overseas effectiveness that apply to all cross-cultural situations or criteria that are specific to a particular cross-cultural program and sample population. The tendency is for the basic researcher to design studies that will uncover the universal measure. The tendency for the applied researcher, on the other hand, is to design studies to solve more immediate problems for practitioners, to develop a useful technique or method of selection or training. This issue is usually termed "culture general versus culture specific," but it has come to include more than the question of applicability to different cultures. The issue is more a question of situational and programmatic differences. Benson (1978), in particular, makes a credible case that overseas effectiveness may be composed of different measures depending upon the specific cross-cultural situation and population (Jones and Popper, 1972; Thomson and English, 1964; Tucker and Schiller; 1975). Is the individual alone overseas or with a family? Are some cultures more difficult to adapt to for some people than are other cultures? Is overseas effectiveness different when measured at different times during an overseas experience? (Benson, 1978, p. 30.)

Having made the case for situation and population specific criteria, Benson (1978) distilled from the findings of 30 studies of overseas effectiveness and its sub-constructs a list of 10 areas of behavior that he proposed should be considered in developing program specific criteria for overseas effectiveness: (1) learning the language, (2) communicating effectively verbally and non-verbally, (3) interacting with host country nationals, (4) transferring adapting, satisfying activities from home culture to host culture, (5) making friends with host country nationals, (6) demonstrating culturally appropriate behaviors, (7) performing the job effectively, (8) showing attitudes of tolerance and respect for host culture, (9) reporting personal satisfaction with overseas experience, and (10) demonstrating ability to get around easily in the host country (pp. 34-35).

Given this range of possible criteria, determining the significant dimensions of overseas effectiveness of a specific population and program requires an adaptable, systematic, empirical method. The method of Hawes and Kealey's CIDA Study may provide the basis for such a method.

The CIDA Study method. The purpose of the "Canadians in Development" project carried out by the Canadian International Development Agency (CIDA) was to define empirically

the concept of overseas effectiveness and to construct a profile of the technical assistance personnel who are effective on assignment to developing countries. Using a battery of behavioral, cognitive, and affective instruments, the researchers collected data on 250 Canadians and their families on assignment in Asia, Africa, the Caribbean, and Latin America. The instruments used to collect the data were two self-rated inventories and two colleague-rated inventories. These latter two were being filled out by a group of 100 colleagues and supervisors. One instrument in each set contained items about the adjustment and performance of the individual and the other contained items about the individual's personal characteristics and expectations. A definition of overseas effectiveness was formulated through a content analysis of the opinions of host nationals and Canadians and computer analysis of the various categorical data (groupings of items designed to provide measures of such things as self-confidence, initiative, decision-making, etc.). From the categorical data, measures were isolated that were useful in distinguishing between the "extreme groups" or, in other words, distinguished between overseas effectiveness and ineffectiveness for this sample in this cross-cultural situation. Factor analysis of the data by types of rater (Canadians, Nationals, self, and colleagues)

and by "cooperants" and spouses, resulted in the identification of three recurring factor groups or dimensions of overseas effectiveness. These will be discussed in subsequent chapters.

Having formulated a measurable definition of overseas effectiveness, the self-rated and colleague-rated data on personal characteristics and expectations were evaluated by subjecting these data for each of the extreme groups to a multiple regression analysis. This resulted in a list of significant predictor items which could be grouped to form a summary profile of the effective individual overseas.

The methodology of the CIDA Study represents one of the most systematic empirically sound efforts to date to define and identify potential predictors of overseas effectiveness. Nonetheless, notable differences between the character of the sample population and cross-cultural situations of this study and the population and situation of the CIDA Study require a few modifications in the methodology.

Proposed modifications to CIDA Study method. Consider the implications of differences in the nature of experience for the CIDA and YFU groups. Where the subjects in the CIDA Study were adjusting to an unfamiliar culture in the context of their natural families, YFU Study subjects

were adjusting to an unfamiliar culture in a host family. Test items in the inventories to develop criteria for measuring overseas effectiveness were modified to measure adjustments to the host family. Where the split between adjustment and performance, particularly technical competence, was reflected in the CIDA Study by gathering data on professional, work-related behavior and non-work related social behavior, such a split was not as clear cut for the YFU Study. Adjustment and performance were, therefore, broken down into general adjustment, adjustment to the host family, academic competence, school (non-academic) communication competence.

The most significant differences in sample populations were of age. Adolescents may experience cross-cultural situations differently from adults. Where adults may have achieved independence to a large degree, adolescents are still almost by definition struggling with issues of dependence and independence. Similar general differences might include levels of self-confidence, interpersonal experience, patience; in short, what is generally referred to as maturity. An adolescent's responses are, in general, less differentiated. Where we might expect adults to demonstrate quite different patterns of behavior at work and leisure, this is not as likely to be true of adolescents. Overseas effectiveness

for an adolescent may be less a question of technical competence than a question of maturity or "readiness."

It was this hypothesis that led the author to add to the personality inventory of potential predictors the Loevinger Sentence Completion Test (LSCT). The LSCT is particularly relevant because it measures stages of psychological development with an emphasis not on cognition alone (cf. Piaget and Kohlberg), but an emphasis on "interpersonal and intrapersonal functioning" as it reflects what Loevinger calls the "core functioning" of the individual. Different stages of psychological development as measured by the LSCT have been shown to predict styles of interpersonal behavior (Hauser, 1978). The LSCT may compensate, therefore, for some limitations of the CIDA methodology as applied to an adolescent population.

The addition of the LSCT also provided two other benefits. Research to date, including the CIDA Study, has not been truly predictive in design. Strictly speaking, what we have are personality characteristics which are correlated with overseas effectiveness after the fact. Although this means these characteristics are potentially viable predictors, they have not been tested as such. The LSCT was administered to the subjects prior to their overseas experience, thereby adding a truly predictive dimension to the existing correlational

methodology of the CIDA Study.

The other benefit of the LSCT is that it provides an opportunity to test a widely validated psychological development instrument as a predictor of overseas effectiveness. In previous studies, few psychological tests with a proven track record of construct validity and inter-rater reliability have been used and none have shown any utility in predicting overseas effectiveness.

Significance of the study. This study represents a first attempt to define empirically overseas effectiveness and to ascertain the predictive relationships between this and personality characteristics including levels of ego development for adolescent exchange students. The findings should prove useful for any organizations involved in cross-cultural student family living exchange experiences. For though theories abound about who succeeds and what constitutes successful intercultural exchange experiences, no empirically sound research has been conducted to date on these issues for this subject population.

The use of the Loevinger Sentence Completion Test (LSCT) in this study is also noteworthy. This instrument appears to be a sophisticated yet general test, capable of measuring many of those aspects of personality which are frequently cited as important to successful intercultural adjustment, such as tolerance for ambiguity,

regard for others, recognition of interdependence, to name a few. To date, very little application has been made of this instrument cross-culturally, probably due to the potential methodological difficulties of utilizing an ego development instrument produced in one culture with people from another culture. This study is designed to measure the students' relative levels of ego development in order to see if they predict overseas effectiveness in an intercultural setting.

If the LSCT is completely invalid for persons of other cultures, we will probably not see predictive relationships between the ego levels and overseas effectiveness. If, though, the test does capture personality dimensions important to the prediction of overseas effectiveness for foreign students as well as North Americans, this will be an extremely useful finding. The test's ease of administration and completion, reliability of scoring, and theoretical depth would make the LSCT a significant instrument for both researchers and practitioners. This study is investigating the overseas exchange experience for both Latin Americans coming to the United States as well as for North Americans who will be living in Australia. Therefore, the results will be more widely applicable.

Finally, all of the instruments in this study, except

for the LSCT, will be adapted from the 1979 CIDA Study on overseas adaptation and effectiveness. Therefore, results can be compared for these two different subject populations, teenage exchange students and adult technical advisors. Similar results for such different samples would be an important step toward the development of a more generally applicable theory of overseas effectiveness and its relationship to personality characteristics.

Delimitation of the study. This study is not designed to examine the long range impact of a cross-cultural experience on adolescents. Though this would be a useful area of research, these issues will not be addressed in this study. Similarly, the measurement of attitudinal and behavioral changes which may occur during the exchange experience are beyond the scope of this study. It is possible that changes in attitude or behavior, or the lack of them, do contribute to the relative success or failure of an overseas experience, but the relationship between success and individual change is not considered in this research.

Individuals will be asked to evaluate their own intercultural experience or that of their student's, but this research is not being conducted to evaluate this specific cross-cultural experience as an educational program. Rather, the goal of this study is to determine

what constitutes overseas effectiveness for this cross-cultural living experience as determined by students, host parents and organizational volunteer representatives (area representatives).

When the components of overseas effectiveness are determined, data about the personality characteristics of students as described by the students themselves, their host parents and area representatives, will be correlated with these criteria of overseas effectiveness to determine the potential predictive relationships between these independent and dependent variables. Along with these data, each student's level of ego development, as determined by a projective test known as the Loevinger Sentence Completion Test (LSCT), will be correlated with the dependent variables. This will determine whether levels of ego development predict overseas effectiveness as defined by the participants in the study.

The last major endeavor of this research project will be to draw conclusions about the broad issues of predicting, defining and measuring overseas effectiveness by comparing the previous findings and methodology of the 1979 CIDA Study on overseas adaptation and effectiveness with those of this YFU Study.

Summary. This study is posing four questions:

1. What useful method can be found or developed to

measure overseas effectiveness and personality characteristics and to measure the relationship between the two for adolescents on a one year exchange program?

2. What are the significant dimensions of overseas effectiveness for adolescent participants in a cross-cultural, host family, school year exchange program?

3. What personality characteristics of an adolescent participant in this cross-cultural exchange program can predict that individual's effectiveness overseas?

4. What will be the differences and similarities between the findings of this study on overseas effectiveness and personality characteristics and the findings for another subject population?

Defining and predicting overseas effectiveness has been a problem for both researchers and practitioners. Researchers are still struggling with unclear definitions, criteria, and questionable methods of data collection and analyses. Practitioners, for their part, would like to have a clear basis on which to develop training and selection techniques for overseas personnel. Both direct and hidden costs of unsatisfactory training and selection are significant problems for international organizations.

Overseas effectiveness was defined for purposes of this study first as a theoretical construct having two sub-constructs, adjustment and performance. Performance

was further divided into technical competence and communication competence. Measuring overseas effectiveness requires not only a clear definition, but criteria which are relevant to a specific sample population and cross-cultural situation. Possible categories of criteria measures were reviewed.

A method for establishing criteria and identifying potential predictors of overseas effectiveness was outlined from Hawes and Kealey's study "Canadians in Development" (1979). The method consists of: (1) ranking subjects on scales of performance and adjustment based on self and colleague ratings, (2) assembling "extreme groups" of the upper and lower quartiles, (3) statistically analyzing data, on hypothesized aspects of overseas effectiveness to identify those categories that are most significant in distinguishing between extreme groups, and (4) statistically analyzing data on personal characteristics and expectations to determine which are significantly correlated with the criteria measures derived from the extreme group analysis.

Differences between the population and program characteristics of the CIDA Study and the YFU Study required several modifications. Changes were made to account for these differences, both in criteria items and predictive items. Of particular importance was the

addition of the Loevinger Sentence Completion Test which measures interpersonal and intrapersonal functioning in terms of stages of psychological development. It was hypothesized that the LSCT might be a useful predictive measure for an adolescent population in which relative interpersonal maturity or "readiness" may be a more significant factor in overseas effectiveness than technical competence.

Outline of remaining chapters. Chapter II will review methodologies and results of pertinent empirical studies on overseas adjustment and effectiveness. The specific personality characteristics identified and the methods of derivation used to determine potential predictors of overseas effectiveness will also be examined. Situational versus universal indicators of criteria and predictors will be discussed, along with any specific implications of these for this study.

Chapter III will contain a thorough discussion of the methodology and results of the "Canadians in Development," 1979 CIDA Study. The development and validity of the Loevinger Sentence Completion Test as a potential predictor of overseas effectiveness will also be examined.

Chapter IV will be devoted to the design of the study. The development of the forms, the data collection

and scoring procedures, the time tables, the research questions as well as the limitations of these methods and forms for this study will be discussed.

Chapter V will contain the statistical analyses of all the independent and dependent variables. A full discussion of the statistical procedures used in the analysis of the data will accompany the results.

Chapter VI will discuss the data results and conclusion in light of the hypotheses. Comparison between CIDA Study results and those of this study will be made. The author will explore the implications of these results for the sponsoring organization, in addition to suggesting directions for future research based on the findings of this study.

CHAPTER II

A REVIEW OF RESULTS AND METHODS FOR DEFINING AND PREDICTING OVERSEAS EFFECTIVENESS

The vast and varied literature on living and working in other cultures includes everything from studies of "perceived relative national status" of foreign students to management text books for multi-national corporate executives. We are concerned with only a small piece of this literature which may have implications for the larger whole.

The purpose of this study is to identify significant criteria for measuring the relative overseas effectiveness of adolescent participants in a host family, school year, cross-cultural living experience and to identify the personality characteristics which are potential predictors of overseas effectiveness for this adolescent population.

As the author pointed out in Chapter I, research to date suggests that criteria for measuring overseas effectiveness may vary significantly with differences in sample population and cross-cultural situation. It also seems reasonable to question whether the same personality characteristics are predictive across all populations and situations. The case for a population and situation specific method is supported by the following studies.

Case for a population and situation specific method. Jones

and Popper (1972) tested the hypothesis that differences among countries and their cultural exposure to the rest of the world would be associated with Peace Corps Volunteers' attrition rates, performance, satisfaction, and language proficiency. They found a significant positive correlation between completion of service rates and the degree to which a country was unexposed culturally to the world. They hypothesized that "in countries characterized by relatively little cultural exposure, Volunteers may be more successful, since their credibility as agents-of-change is enhanced by their cultural unusualness, as perceived by both themselves and by country nationals" (p. 233).

Thomson and English (1964) also found that regional differences in the kind of adjustment that was required of Peace Corps Volunteers were correlated with completion of service rates. Latin America was notably more difficult than other regions and had a particularly high attrition rate for adjustment problems. Tucker and Schiller (1975) provided similar evidence of regional variations in adjustment problems for Navy personnel.

These studies seem to suggest that all cultures do not present the same adjustment problems. Therefore, overseas effectiveness may involve one set of behaviors in one culture and another set of behaviors in another. Or,

as Benson (1978) points out, since all of these studies have focused on premature rates of return without identifying differentiated and meaningful dimensions of overseas effectiveness, "it is possible that only difficulty of adjustment varies among cultures while dimensions of adjustment remain the same" (p. 31).

A more persuasive case for a method that identifies program specific criteria and predictors of overseas effectiveness can be made in terms of subject population and related situational differences. Are the criteria of "general teaching competence" and "dependability" for Peace Corps Volunteers in the Kingdom of Tonga (Harris, 1973), for example, interchangeable with "perceived status differences" and "frequency of interaction with host nationals" for foreign students in the United States (Morris, 1960; Sewell and Davidson, 1961)? Or can we expect criteria and predictors for Navy personnel (Yellen and Mumford, 1975) to be the same as those for missionaries (Kennedy and Dreger, 1974)?

Again, to quote Benson's (1978) evaluation of this literature, "it seems very likely that these groups differ appreciably, both in terms of the people who comprise them and the situations in which they are typically expected to function" (p. 31).

Further complicating any effort to develop generally

applicable overseas effectiveness criteria and predictors are variables of length of overseas stay and family status. How similar are the experiences of an individual adolescent living for six months with a Swiss family to the experience of a husband, wife and two children living and working in Kenya for 2 years? Gullahorn and Gullahorn (1963) have demonstrated that a person's ability to cope with another culture (culture shock) varies with the time in the culture. Ruben and Kealey (1979) also found that as a process of adjustment, culture shock was experienced differently by different kinds of individuals. Studies by Stoner, Aram and Ruben (1972) and Hawes and Kealey (1979) support the hypothesis that the presence of a supportive spouse contributes significantly to overseas performance of technical advisors.

It seems probable in light of the above evidence that criteria and predictors for any one population and situation are unlikely to be generalizable in a complete and useful way to the sample population and situation of this study. To date, no studies of an adolescent population or even of situational variables similar to those of the Youth for Understanding program have been completed which address the issues of criteria for and prediction of overseas effectiveness (Grove, 1979). Therefore, the literature review for this study centered

on a search for reliable methods of defining and predicting overseas effectiveness and the potential transfer of these methods and resulting data to the purposes of this study.

Scope and format of the review. There are already several broad based reviews of literature in intercultural adjustment (Brein and David, 1971; Tucker, 1974; Benson, 1978; Cotton, 1973). This review will be limited to a dozen representative reports of empirical research on overseas effectiveness which (1) address directly the development of criteria and predictors, and (2) particularly shed light on reliable and appropriate methods. The studies are grouped in three categories based on the degree to which their method of research focuses on evaluating predictive measures, or evaluating criteria measures, or evaluating both kinds of measures in the same study. Each of these methods has strengths and weaknesses. Each study is reviewed by summarizing the method, the results, and the conclusions and by considering the implications of each of these for the development of a method of defining and predicting overseas effectiveness of adolescents on a one-year, host family cultural exchange program.

Methods focusing on predictive measures. The launching of the Peace Corps in 1961 created an unprecedented

opportunity to conduct research on a large scale concerning intercultural functioning. Psychological and social psychological researchers saw the selection and training of Volunteers as an ideal opportunity to demonstrate the predictive validity of newly developed standardized tests of personality. Earlier work into the nature of the cross-cultural experience (Oberg, 1958, 1960 on culture shock; and Hall, 1959 on non-verbal communication) took a back seat to the new task of trying to predict the overseas success of Peace Corps Volunteers. Studies by Mischel (1965), Dicken (1969), and Uhes and Shybut (1971) are representative of the early methods of predictive research involving Peace Corps populations.

Mischel (1965) compared the validity of various standardized self-report personality measures and various training staff assessment measures in predicting the performance of Peace Corps Volunteers.

Method summary

1. Sample

   35 Peace Corps Volunteers in training for Nigeria.

2. Predictor Measures

   A. Self-report standardized tests (3)
      a. California F. Scale
      b. Barron's (1953) Ego Strength Scale
      c. Manifest Anxiety Scale (Taylor, 1953)

   B. Training assessments (5)
      a. academic training grades

b. faculty evaluations
c. peer ratings
d. interview ratings
e. final review board assessments

3. Criteria Measures

Field staff in Nigeria rated the PCV's on a 100 point scale of overseas success:
a. teaching effectiveness, 0-50 points
b. person to person contacts, 0-10 points
c. appreciation of Nigeria culture, 0-10 points
d. representation of American culture by personal behavior, 0-10 points
e. interpreting American culture to Nigerians, 0-10 points
f. adjustment to assignment, 0-10 points

4. Criteria Analysis

Correlations of the resulting data were calculated between the six criteria measures to determine whether these were differentiated (somewhat independent measures) or one global (undifferentiated) measure.

5. Predictor Analysis

Correlations were calculated between predictive measures to determine which were measuring related dimensions and which were not.

6. Criteria/Predictor Correlation

Correlations were then calculated between predictive measures and criteria measures.

Results

1. Criteria Analysis

Correlations among the six criteria measures ranged from .72 to .85 showing the criteria to be an undifferentiated global measure of overseas success.

2. Predictor Analysis

a. Correlations among training assessment predictors revealed high correlations

between final review board assessment (FRBA's) and both faculty evaluations and interview ratings indicating the influence of the previously completed evaluations and ratings on the FRBA's.

b. Correlations among self-report predictors indicated only one significant correlation between self-reports and any other predictor (negative relationship between Manifest Anxiety and Ego Strength, r = -.58). Self-report measures were, therefore, apparently measuring independent dimensions of personality as it related to overseas success.

3. Criteria/Predictor Correlation

Correlations between predictors and criteria showed that all 3 standardized self-report tests were significant and all 5 training staff predictors were not significant.

Conclusions

Mischel concluded that self-report measures, such as those used in his study, may have more utility as predictive measures than training staff measures.

Evaluation and implications

Mischel notes several of the limitations of his method. First among these is the lack of adequate criteria measures of overseas effectiveness. The proposed criteria were (because of project constraints) "ambiguous and global." Second, the collection of data on the subjects' overseas performance was limited, in effect, to the rating of one Peace Corps field supervisor which was "in many instances based on scant evidence" and "second-hand opinions" and not on first-hand observation of the

PCV in action (p. 513). It would certainly be preferable, if possible, to base performance ratings on the observations of subjects by several independent judges, including host nationals and the subjects themselves.

Mischel (1965) also reported a subsequent replication study that failed to yield similar findings. He suggested these negative results may have been caused by a difference in "test-taking set." That is, whereas Mischel had made clear to his subjects that results of the self-report tests would not be used in selection decisions, researchers in the subsequent replication did not make this proviso clear. Mischel points out that self-reports may be accurate predictors only if outcomes are not perceived to have potential negative consequences. Although this hypothesis may explain differences in the results of the two studies, one is left to ask what, then, is the usefulness of self-reports as a selection tool if they can be accurate only if the subject were to be deceived as to intended use of the results? The major weakness of this study is lack of a reliable method of establishing performance criteria. Results from the analysis of predictors are consequently difficult to evaluate

and transfer to other populations.

Dicken (1969) investigated the validity of a long list of potential pre-training and in-training tests and assessments as predictors of performance overseas of Peace Corps Volunteers.

Method summary

1. Sample

   55 Peace Corps Volunteers training as community development workers for Peru.

2. Predictor Measures

   a. Pre-training assessment of (1) suitability by clinical technicians.

   b. Test data including (2) General Ability Test, (3) Modern Language Aptitude Test, (4) Crutchfield Figures, (5) MMPI evaluation, (6) Barron Ego Strength Scale.

   c. Impressions of FAO (Field Assessment Officer) who was a trained clinical psychologist through (7) interview and (8) group discussion rating.

   d. Training Grades in (9) community development, (10) language rating, (11) physical education, (12) domestic skills.

   e. Peer nominations including (13) assignment preference (would you choose to work with this person overseas?), (14) leadership potential, (15) overall potential and (16) negative nomination.

   f. Final FAO impressions based on (17) degree of agreement between board members regarding the trainee, (18) development-evidence of successful crisis coping, (19) overall potential.

   g. Final Board Selection rating (20).

3. Criteria Measures

   a. Each of the 55 PCV's was rated on overseas performance by at least two independent raters (Peace Corps field supervisors) during the period between 12 to 16 months in service, using a 7-point (poor to superior) scale.

   b. Alternative corroborating performance data were collected by Peace Corps research staff on 30 subjects and by a training and field program evaluator on 21 subjects.

4. Criteria Analysis

   None.

5. Predictor Analysis

   a. Intercorrelations were calculated among predictor variables.

   b. The 20 predictor variables were factor analyzed.

6. Criteria/Predictor Correlation

   a. Correlations were calculated between the field rated criteria and the predictor variables.

   b. Multiple correlations were calculated between selected predictors and the field rating criteria to compare the following: (a) all predictors, (b) best representation of each class of data, (c) most valid for each factor, (d) economy (use of measures available without clinical interviews), and (e) simplicity (pre-training assessment and peer leadership rating).

Results

1. Criteria Analysis

   None.

2. Predictor Analysis

a. Intercorrelations among predictors showed that peer evaluation predictors were most highly correlated with all other predictors.

b. Factor analysis of predictors resulted in four factors:

1. overall merit factor judged by peers
2. tested mental ability factor
3. assessment officer factor
4. MMPI factor

3. Criteria/Predictor Correlation

a. Pre-training assessment, community development grade, and peer leadership ratings were the most effective predictors of the main criterion rating (overseas performance).

b. Each of the above predictors exceeded the validity of the final selection board rating substantially.

c. Test scores and clinical impressions had relatively low validity.

d. Combinations of easily obtained data predicted better than the selection board ratings and much better than clinical impressionistic ratings.

e. Correlations of a subset of the MMPI indicated that characteristics labeled Dominance, Social Presence and Tolerance were significant predictors of performance.

f. Self-report measures predicted overseas performance only in the case of females.

Conclusions

Dicken concluded that "the most significant finding is that pre-training assessment is virtually as valid as anything else, and that the combination of it with a single, easily obtainable, in-training assessment (peer leadership) bests the validity of the selection board" (p. 602).

Evaluation and implications

Dicken's study (1969) makes several improvements over Mischel (1965). Dicken's research design established a degree of inter-rater reliability for field performance ratings by collecting data from at least two raters and corroborating these data with subsequent partial-sample ratings. A more formal procedure of assuring inter-rater reliability would, of course, be preferable and, again, performance data from the subjects themselves and host national counterparts seem desirable. The performance data in the Dicken study would appear to be more reliable than the data in Mischel (1965), but the performance criteria are still global and ambiguous.

Measuring performance at a mid-point in overseas adjustment also raises an important unresolved issue. Does overseas effectiveness vary over time on overseas assignment? (see Gullahorn and Gullahorn, 1963) And, if so, how?

The predictive results indicate a pattern that recurs in later research, although it may be clear only in retrospect. Consider the two "most valid" predictors. Pre-training assessment is largely a skills, education, training, ability, and language

aptitude evaluation. Peer leadership and community development grade may essentially be measures of interpersonal and communication or delivery skills. This, along with characteristics of dominance, social presense, and tolerance, presages the criterion dimension split of adjustment and performance, and subdivisions of technical and communication competence.

Uhes and Shybut (1971) also conducted an evaluation of predictors of overseas effectiveness. This was a study of 92 Volunteers in in-country training in Micronesia. They examined the validity of the Personal Orientation Inventory (POI) in predicting success of PCV's as measured by the final selection board ratings at the end of training.

Method summary

1. Sample

   92 Peace Corps Volunteers at in-country training in Micronesia.

2. Predictor Measures

   150 item Personal Orientation Inventory scored on its two basic scales of Inner Directedness (127 items) and Time Competence (23 items).

3. Criteria Measures

   Composite ratings by a 4 member final selection board including performance in:
   a. language training
   b. technical studies
   c. cross-cultural studies
   d. general staff evaluation of interpersonal skills

e. motivation
f. cultural adaptation

4. Criteria Analysis

None.

5. Predictor Analysis

None.

6. Criteria/Predictor Correlation

Magnitude of the relationship between the predictor (POI) and criteria final selection board rating were calculated with quadriserial correlation.

Results

1. Criteria Analysis

None.

2. Predictor Analysis

None.

3. Criteria/Predictor Correlation

a. For the two scales and 10 subscales of the POI, six were significant at .05 or better for the total sample.

b. For male subjects, four scales were significant; for female subjects, seven of the twelve were significant.

c. Especially high correlations were evidenced for Inner Directedness, a reflection of autonomy and self-support; and Time Competence, a reflection of constructive use of time (the latter significant at .01 for the total population and the former significant at .001 for female subjects only).

d. Existentiality (one's flexibility in applying values and principles), Self-Acceptance, and Ability to Develop Meaningful Relationships are consistently significant across

sexes.

Conclusions

Uhes and Shybut (1971) conclude that their results support the hypothesis "that indexes of psychological effectiveness provide the best predictors of competent Peace Corps functioning" (p. 499). Further, they hypothesize that differences between males and females in the significance of Time Competence may be accounted for by differences in the match of male-female role designations in Micronesia and American societies. Where the American male may pride himself on efficient use of time, this may be perceived as impatience in Micronesian society and, therefore, an indication of poor adjustment. American female characteristics with regard to Time Competence may be a better cross-culture match.

Evaluation and implications

The inherent limitation of this study lies in using final board selection as the criteria measure. Dicken (1969) demonstrated that final board selection was not the most reliable predictor of overseas performance. Again, we find the criteria for overseas performance are global and ambiguous. However, Uhes and Shybut's data demonstrate and support other findings about differences between the predictive validity of instruments for men and for women. The implication is that predicting the overseas effectiveness of men and women may require different predictors. This might also support the primacy of situational variables (Benson, 1978) if Uhes and Shybut's theory of "Time Competence of women and culture match" is viable. In addition, some ground-

work is laid for considering the predictive validity of personality characteristics related to self-confidence, flexibility, and inter-personal orientation.

These three early attempts to identify criteria for and predict overseas effectiveness, Mischel (1965), Dicken (1969) and Uhes and Shybut (1971), set the stage for studies which address the "criterion problem."

Methods focusing on criteria measures. After reviewing 250 articles, books, and unpublished research documents on screening and selection for overseas assignment, Tucker (1974) concluded that "the criterion problem must be solved in order to develop effective prediction methods" (p. 15). Indeed, researchers almost invariably note the limitations of their studies caused by poor criteria measures even as they employ methods which do not provide for criteria validation. To some extent, this is caused by a kind of informal division of labor in which the psychological researcher promises to tell the program administrator who to select if the program administrator will just tell the researcher what the job requires. Unfortunately, it is just this question of what the job requires that needs attention from the researcher. Four studies of criteria measures of overseas effectiveness

make up this section of the literature review: Harris (1973), Tucker (1973), Kennedy and Dreger (1974), and Hammer, Gudykunst and Wiseman (1978).

Harris (1973) conducted one of the first systematic attempts to develop criteria measures of overseas effectiveness.

Method summary

1. Sample

   52 Peace Corps Volunteers on assignment in the Kingdom of Tonga.

2. Provisional Measure of Success

   Premature returnees were assumed to be unsuccessful (n=12), and all others were assumed to be successful (n=40).

3. Development of Proposed Criteria

   a. The researcher conducted one to two-hour open interviews with 53 Peace Corps Volunteers in the Kingdom of Tonga and separate sequences of group discussions with Peace Corps staff members and Tongan educational staff about the nature and dimensions of effectiveness of Peace Corps Volunteers in that environment.

   b. On the basis of the data collected in these sessions, a field rating form was developed for PCV educational specialists. The content of the items was limited to observable behaviors and all references to inferred motives were deleted.

   c. The rating form consisted of a 32 item scale of descriptors, each of which was fully defined on the form. There were sections on performance, personal attributes, and interpersonal attributes. Each item was rated on a 5-point scale. Interpersonal

behaviors were divided into four categories; interactions with (a) Peace Corps staff, (b) host country supervisors, (c) host country subordinates, and (d) host country associates.

4. Rating Procedure on Proposed Criteria

Subjects were rated using the 32 item version of the rating form by 3 Peace Corps staff members. In each case, at least one rater was a current staff member in Micronesia and at least one was a former staff member who knew the subject. The current and former staff raters had not been in contact with each other for at least two months.

5. Rating Reliability

The ratings of the subjects were analyzed to determine (a) distribution around mean, (b) inter-rater reliability, (c) item by item inter-rater reliability.

6. Provisional Criteria/Proposed Criteria Correlation

The mean ratings for three raters for all success cases (n=40) and for all premature returnees (n=12) were subjected to a non stepwise discriminant analysis, using the 24 variables which met the item by item reliability criteria.

7. Two Group Analysis

a. An overall multiple discriminant analysis was performed to examine the extent to which the two groups (success vs. premature returnees) could be differentiated by the 24 items.

b. In order to determine whether this differentiation test of validity (do rating items distinguish between success and premature returnee groups?) was actually a function of the raters' knowledge of PCV's early return (a halo effect), high-success and low-success subgroups were also compared.

c. Stepwise discriminant analysis was performed on paired subgroups, (a) success group vs. premature returnees, (b) high-success vs. low-success, and (c) low-success vs. premature returnees, to determine which items were most effective in distinguishing between the paired groups.

8. Factor Analysis

All 24 variables were then factor analyzed to clarify the relationship between them, and the percentage of variance was calculated for derived factors.

Results

1. Rating Reliability

Inter-rater reliability was adequate, especially in consideration of the isolation of raters from each other and the behavioral nature of the items.

2. Provisional/Proposed Criteria Correlation

a. Item by item reliability, using as criteria (a) mean reliability coefficient of $r \geq .40$, (b) correlation of item with overall evaluation, and (c) differentiation by subgroups with specific items, resulted in a reduction from 32 to 24 items.

b. The 24 item criterion scale resulted in a bell curve distribution around a mean value of 3.04 (5 point scale) with an SD = 1.11 for the total sample.

3. Two Group Analysis

a. Overall analysis revealed that all 24 variables clearly distinguished between successful and premature returnee groups ($p<.001$ to $<.01$).

b. The potential halo effect explanation for this distinction was eliminated as the items also distinguished between high and low success subgroups (p .001).

4. Factor Analysis

   a. The 11 items which distinguished between the subgroups were: (a) perseverance, (b) patience/tolerance, (c) courtesy, (d) adaptability, (e) knowledge of subject, (f) realism of goals, (g) facility with language, (h) overall evaluation, (i) interest in nationals, (j) inner strengths, and (k) agreement and compromise.

   b. Factor analysis yielded four factors and respective percentages of common variance: (a) Strength of personality, character (29.2%), (b) General competence as a teacher (24.5%), (c) Cultural interaction (22.7%), and (d) Facility in interpersonal relations (20.0%).

Conclusions

According to Harris, the following are reasonable inferences from the results:

1. Observer rating forms for personal attributes in language meaningful to non-professional raters can be used if the limitations of reliability of an individual judge are balanced by pooling ratings of two, preferably three, competent observers (p. 243).

2. The 24-item final version of the PCV rating form "have met criteria of (a) inter-rater reliability, (b) internal consistency, and (c) adequate discrimination among groups and subgroups" (p. 243).

3. "The evaluation of technical performance alone is not sufficient to describe or to predict total performance or adaptation in the field" (p. 243).

4. "Deeper-lying personal qualities, conventionally described as traits of character and identified by both discriminant analyses and factor analysis, constitute the most important category of variables which distinguish successful Volunteers from early terminees and are at least as important, perhaps more important, than performance variables in distinguishing the more effective

from the less effective Volunteers who actually remain in the field for two years" (p. 243).

5. The 24-item rating form permitted impressively high (94% to 100%) correct classification of individual cases in two premature and success groups.

Evaluation and implications

We have here a quantum leap in the quality of criteria measures and in a method of validating them. Particularly noteworthy are the sound empirical methods of analyzing the validity of the rating form, using the in-country Volunteer, staff, and host national data base for the form development, the split group and subgroup analyses, and behaviorally-based test items. Limitations of the study include the sample size and the lack of corroborating self-report criteria data.

The results provide a persuasive argument for a definition of overseas effectiveness that recognizes differences between technical performance and adjustment. The isolated factors suggest that intercultural interaction and interpersonal skills are again important dimensions. The primacy of the strength of personality/character factor and Harris' contention that it represents personality traits raises an issue of personality theory and the nature of personality (behaviorists vs. "self"-psychologists)

which will be addressed in the next chapter.

Finally, it is worth pointing out, as Harris does, that the criteria measures developed and validated in this study are based on a rating form that can be easily administered by non-psychologists if it were to be re-applied as a predictive instrument in another setting. Indeed, the method of developing the rating form is also generally applicable and replicable in other cross-cultural settings.

The purpose of Tucker's 1973 study with Peace Corps Volunteers in Brazil was to develop an empirical description of cultural adaptation. Tucker started with the premise that cross-cultural adaptation has affective, cognitive, and behavioral dimensions and that these dimensions interact in the process of successful functioning overseas. The following steps indicate the method used in Tucker's study.

Method summary

1. Sample

   43 Peace Corps Volunteers on assignment in Brazil.

2. Provisional Measure of Success

   Adapted and non-adapted PCV's were identified through a five step nomination process: (a) nominated by Peace Corps Directors from each Brazilian state, (b) nominated by peers (PCV's and Brazilians), (c) potential subjects screened with a matrix of all nominations, (d) resulting

high reliability nominations corroborated with Brazilian associate of subject, (e) self-evaluation after data collection. This process yielded 33 Adapted Volunteers and 10 Non-adapted Volunteers.

3. Development of Proposed Criteria

Data were collected using the following instruments:

a. Gestures Test
b. Factual Information Test
c. Verbal Semantic Differential Test
d. Activities List
e. Volunteer Interview
f. Cultural Dimensions Test
g. Questionnaire on Nationality Clues

4. Rating Procedure on Proposed Criteria

Data on volunteers were collected by five teams of two staff (one Brazilian and one American) in Brazil over an 11 day period.

5. Rating Reliability

The following control groups were also tested:

a. Twenty-seven (27) "naive" Americans were demographically matched with the PCV subjects to serve as a control.

b. Eighteen (18) Brazilians were also demographically matched to PCV subjects.

6. Provisional/Proposed Criteria Correlation

Each of the four groups:
Non-adapted Volunteers
Adapted Volunteers
Naive Americans
Brazilians
was reduced to 10 subjects and, using the Non-adapted Volunteers as the anchor group, each of the members of the other 3 groups was matched with members in the anchor group, based on marital status, sex, urban or rural background, and education level.

7. Two Group Analyses

Fisher's t-test for unmatched groups of equal size was used to evaluate correlations due to discrepancies in marital status of Adapted and Non-adapted Volunteers.

8. Factor Analysis

None necessary given highly differentiated proposed criteria.

Results

1. Rating Reliability

Standardized tests and in-person data collection insured high reliability.

2. Provisional/Proposed Criteria Correlation and

3. Two Group Analysis

a. The Gestures Test significantly discriminated between Adapted and Non-adapted Volunteers.

b. The Factual Information Test significantly discriminated between all four groups. The Non-adapted Volunteers scored twice as high as the Naive Americans, while the Adapted Volunteers scored three times as high and the Brazilians more than four times as high as the Naive Americans.

c. The "Potency" and "Evaluation" scales of the Verbal Semantic Differential were the most discriminating between Adapted and Non-adapted Volunteers.

d. The Activities List distinguished between Adapted and Non-adapted Volunteers in the following subcategories: (a) Interpersonal vs. Non-Interpersonal Activities, (b) Brazil-Related vs. Non-Brazil-Related Activities, (c) Frequency of specific activities, (d) Number of activities liked by Adapted Volunteers.

e. The Volunteer Interview did yield differences

between Adapted and Non-adapted Volunteers, but could not be analyzed to matched group procedures. The results from the interview did not conflict with results of the Activities List.

f. The Cultural Dimensions Test did not significantly distinguish between Adapted and Non-adapted Volunteers.

g. The Questionnaire on Nationality Clues did not discriminate between the two groups of Volunteers and was not a measure of American cultural determinants of behavior.

Conclusions

Tucker concludes that there were "significant differences between Adapted and Non-adapted Volunteers and that these differences pertain to affect and behavior as well as to knowledge" (p. 11). Due to the insignificance of the findings using the Cultural Dimensions Test and the Questionnaire on Nationality Clues (both cognitive tests), it was concluded that cognitive understanding of one's own and other's uniquely cultural characteristics may be far less important in distinguishing Adapted from Non-adapted Volunteers than previously thought. Adapted Volunteers showed more extensive knowledge of Brazil and felt more positively towards Brazil.

Evaluation and implications

One strong aspect of this study was the procedure used to nominate the Adapted and Non-adapted Volunteers. Because nomination information was solicited from peer volunteers, supervisors, host country counterparts and from the volunteers themselves, everyone being affected by the volunteer's personality and performance participated in determining the Adapted and Non-adapted Volunteer groups. This procedure established reliable contrast groups. It

is significant to note that these are "extreme" groups, not merely a large group split in half at the mean or median. Extreme group analysis enhanced the validity of this study's findings, although this procedure of group classification may not be as useful in actual selection procedures where determining the "cut off" line for participants is necessarily more delicate.

Another strength of the study is the attempt to match the groups with regard to sex, marital status, urban or rural background and education level. Unfortunately, the fact that this was not accomplished with respect to marital status was a limitation of the study which affected the kind of statistical procedures which could be used.

Other strengths of the study included the manner in which the data were collected. The American and Brazilian team interviewers (who administered all the instruments) probably collected as accurate information as possible under the circumstances. In-person data collection procedures tend to yield more complete and accurate information than do return mail collection procedures where controls and explanations are obviously difficult and where missing data due to non-cooperation is common.

One final limitation of the study has to do with the unreported pilot testing or prevalidation of the instruments designed for this study. It is unclear whether any pretesting was conducted. In any case, Tucker does suggest that this is a beginning study and that the instruments need to be redesigned based on the collected results. Issues raised by the results of the Tucker research include the question of a reinforcement model of overseas adjustment. Can adjustment be understood as the degree to which activities experienced as rewarding or reinforcing to an individual are transferred to the overseas setting or are replaced by substitutes (e.g., playing soccer for playing football)? This issue will be addressed in the following chapter in which personality theories and their application to overseas effectiveness will be considered. Tucker's results also continue the trend of both predictive and criteria studies which identify the importance of intercultural interaction and interpersonal skills in understanding the nature of overseas effectiveness.

Kennedy and Dreger (1974) conducted a study to determine criteria measures of effectiveness for missionaries' overseas performance.

Method summary

1. Sample

567 subjects: 137 missionaries and 420 associates who provided data about the missionaries (respondents).

2. Provisional Measure of Success

Regional and personnel secretaries from six of the various mission boards completed an "ideal score" or standard version of MINA* and FIRO-B* in line with their perceptions of behaviors of the top 10% to 20% of missionaries. The median of these six profiles served as the standard profile for the test.

*See below for test explanations.

3. Development of Proposed Criteria

The Missionary in Action (MINA), a descriptive 5-point scale check list, was designed to measure behavior characteristics relevant to the missionaries' experience. Some of the items were translated to Tagalog for use in the Philippines and the final version of MINA was pilot tested in the Philippines prior to this study.

4. Rating Procedure on Proposed Criteria

The MINA and FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior), a standardized measure of interpersonal relationships (Schultz, 1967), were administered to the subjects and to peer respondents who rated the missionaries.

5. Rating Reliability

Ratings on the MINA list were obtained from missionary personnel staff and/or regional secretaries in home offices for 112 of the missionaries.

6. Provisional/Proposed Criteria Correlation

a. Cattell's coefficient of pattern similarity was calculated for each missionary between:

(a) self scores and the peer (colleague) respondents score and (b) between self scores and the standard profile scores. These comparisons were made for both the MINA and FIRO-B.

b. Pearson product-moment correlations were calculated for each of the 11 factors between: (a) median Z scores for each missionary (from missionary and peer respondents) and (b) supervisory ratings, derived by having at least 3 administrators in the home offices designate the top 25% of their missionaries. This served as a validity check measure of the MINA test.

7. Two Group Analysis

Since there were no "success" and "non-success" groupings, no split or extreme group analyses were possible.

8. Factor Analysis

a. Scores from the 567 respondents were inter-correlated and this matrix was factor-analyzed producing 11 factors of importance.

b. Reliability coefficients were completed for the MINA test and for each of the 11 factors.

Results

1. Rating Reliability

None

2. Provisional/Proposed Criteria Correlation

Summary of Coefficients on the MINA and FIRO-B*

	r_p Coefficient	
	Median	Mean
MINA, self and colleague	.40	.28
MINA, self and standard	.16	.15
FIRO-B, self and colleague	.10	.07
FIRO-B, self and standard	.21	.27

*MINA = Missionary in Action - A Descriptive Check List. FIRO-B = Fundamental Interpersonal Relations Orientation-Behavior.

3. Two Group Analysis

None

4. Factor Analysis

The 11 factors described persons with some of the following characteristics: (1) understanding and accepting of people and ideas, (2) insensitive to people and events around them (negative item), (3) organized in terms of professional responsibilities, (4) flexible, (5) sought by other people, (6) leader, (7) commitment to Christ, (8) tries to fit in and is at ease interpersonally, (9) adjusted to cultural demands, (10) observant of person's special needs (blind, etc.), (11) positive personal family relationships.

Conclusions

The development of criteria measures of overseas effectiveness for missionaries was only partially successful, but the development of the MINA check list was seen as very useful. Kennedy and Dreger support this conclusion by citing the combined efforts of foreign and home office personnel in its development, the testing in the Philippines and the 11 factors produced. The reliability of the MINA list was satisfactorily high. The rp coefficients between the self and colleagues on the MINA check list showed that similar concepts were being measured. Finally, the MINA check list was said to contain more relevant concepts to the missionary enterprises than did the more general FIRO-B instrument.

Evaluation and implications

A strength of this study is that the MINA instrument, which proved moderately useful in describing successful missionaries, used descriptions of behavior as individual items. Behavioral

descriptors of current behaviors are generally considered more accurate predictors of future behaviors than are attitudinal descriptors. The methodology used to test the MINA is noteworthy because sufficiently large numbers of peers, supervisors and the missionaries themselves all participated in the development of the adjustment criteria measurements of adjustments.

One major limitation, though, is the way the standard measures for the MINA and FIRO-B were obtained. Only six individuals from the home office participated in this determination. After spending so much time developing a behavioral instrument such as MINA, it would seem that more attention in general should have been given to the determination of successful and less successful missionaries on which to test the instrument. Indeed, a possible alternative interpretation of the results would be that home office perceptions of effective missionary behavior are notably different from the perceptions of the missionaries themselves and their host national counterparts. This might not be surprising, but it highlights a limitation of so-called "expert-derived standards."

Finally, closer analysis of the 11 factors found

to be the most significant on the MINA list reveals that personality character traits, interpersonal skills and professional abilities are each represented in the group. These results support the conclusions of many other authors who have identified these dimensions as essential to the overseas effectiveness of other subject populations. (Brein and David, 1971, Ruben et al., 1977, Hawes and Kealey, 1979.)

Hammer, Gudykunst and Wiseman (1978) conducted a study to investigate some major dimensions of intercultural effectiveness for a population of university students.

Method summary

1. Sample

   53 University students who had lived in another culture for at least three months.

2. Provisional Measures of Success

   a. Volunteering for the study.

   b. Recommended as a person who would have functioned effectively in another culture by a doctoral student in intercultural communications.

3. Development of Proposed Criteria

   A questionnaire was developed consisting of 24 "personal ability" items suggested by a review of literature as important to intercultural effectiveness, for example: (a) ability to effectively deal with frustration, (b) ability to effectively deal with unfamiliar situations.

4. Rating Procedure on Proposed Criteria

   Subjects were asked to respond as to the relative importance of each of the items by completing a six point scale ranging from "very important" to "very unimportant."

5. Rating Reliability

   None

6. Provisional/Proposed Criteria Correlation

   None

7. Two Group Analysis

   None

8. Factor Analysis

   Responses to items were factor analyzed using a varimax rotation to derive dimensions from the "abilities" data.

Results

1. Rating Reliability

   None

2. Provisional/Proposed Criteria Correlation

   None

3. Two Group Analysis

   None

4. Factor Analysis

   a. Seven factors emerged from the factor analysis.

   b. Three factors were retained due to the fact that they accounted for 72.2% of the common variance of the abilities data.

   c. The three emerging factors were named: (a) ability to deal with psychological stress,

(b) ability to effectively communicate, and
(c) ability to establish interpersonal relationships.

Conclusions

The authors hypothesized that a sojourner who has developed a high degree of third-culture perspective (Gudykunst, Hammer and Wiseman, 1977) may be able to deal with any ensuing psychological stress (factor 1) that may arise in an intercultural experience. The second factor important to overseas effectiveness is the ability to effectively communicate. This factor is similar to Harris' (1973) cultural interaction factor and to Ruben's (1976) dimensions of interaction posture and interaction management which we will review later in this chapter. The third factor, the ability to establish interpersonal relationships, it seems, allows sojourners to integrate themselves into the social fabric of the host culture very effectively and, thus, to meet their basic affiliation needs.

The authors concluded that the three dimensions important in the present study need further investigation to determine if they are capable of predicting intercultural effectiveness.

Evaluation and implications

The study's greatest limitation is perhaps the selection procedures of the sample itself. It seems somewhat presumptuous to assume that doctoral intercultural communications students will accurately choose those who would function well overseas, when for years psychologists and groups of intercultural selection specialists have had a poor record at making just these types of projections and selections with the most sophisticated instruments available. This study is really a study of what people generally

"think" effective intercultural functioning requires rather than what it actually requires in any objective terms.

It was simply inferred that the sample represented successful sojourners in another culture. A self reported criteria of "satisfied," "very satisfied," or "functioned well" or "functioned very well" appears extremely simplistic and almost meaningless for other researchers. Despite these limitations, the small sample size, and the essentially tourist nature of a 3 month experience, the study perhaps takes on some significance merely by the fact that the results support the results of other researchers. Because the conclusions are plausible, it is sometimes tempting to overlook the methods used to arrive at these results.

This study is included in this section primarily because it is an example, even though not particularly strong in method, of criteria dimensions for the effective overseas functioning of students. The similar conclusions from previous studies with missionaries (Kennedy and Dreger, 1974) and Peace Corps Volunteers (Harris, 1973) with respect to interpersonal functioning and communication is especially noteworthy here because the student

population is similar in some ways to the population under investigation in this study.

Methods focusing on both criteria and predictors. To this point, we have reviewed studies which (1) emphasized predictive measures at the expense of adequate attention to definition and validation of criteria measures of overseas effectiveness and (2) focused on the "problem of criteria," but did not attempt to develop and test predictive measures for these criteria. This brings us to a third representative set of studies, those which report method and results for validation of both criteria measures and predictor measures: Yellen and Mumford (1975), Tucker and Benson (1979), Ruben and Kealey (1977), and Hawes and Kealey (1979).

Navy studies. The first two combination studies involve defining and predicting the overseas effectiveness of Navy personnel. Although the sample population and cross-cultural situation are obviously different from the sample and situation of our current study, the methods are instructive.

Yellen and Mumford (1975) developed and validated criteria and predictor measures of overseas adjustment of U.S. Navy personnel.

Method and results summary

1. Sample for Criteria Validation

249 Navy personnel stationed in Japan.

2. Provisional Measure of Success

Baseline criteria measures were peer and command nomination forms with which personnel stationed at the Navy bases included in the study were nominated as unsuccessful or successful adjusters.

3. Proposed Criteria Rating Procedure

Criteria measures were administered concurrently to the 249 Navy personnel. These included three self-report measures:

a. Amount of American-Japanese interaction,

b. Quality of interactions (the Navy Overseas Adjustment Scale), and

c. Satisfaction (a Kunin Scale).

4. Rating Reliability

Written standardized tests yielded satisfactory reliability in this case.

5. Provisional/Proposed Criteria Correlation

Two hundred (200) persons were nominated. Of these, only 42 had also participated in the initial (N-249) data collection phase. Statistical analysis yielded two extreme groups: successful adjusters (N=26) and unsuccessful adjusters (N=16). These extreme groups served as the basis for subsequent criterion measure validation and as profiles against which to divide the remaining initial phase sample into successful and unsuccessful adjusters.

The three self-report measures: (a) Amount of Interaction, (b) Satisfaction (Kunin Scale), and (c) Quality of Interaction (NOAS) were evaluated as criteria measures by testing their reliability in correctly classifying the 26 adjusters

and 16 non-adjusters. Based on the results of this procedure, the NOAS was dropped as a criterion measure as it was less reliable than the other two measures.

6. Two Group Analysis

See extreme group analysis above.

7. Factor Analysis of Criteria

None

8. Sample for Predictor Validation

Using the profiles of the two extreme groups, the remaining non-nominated subjects from the sample (249 - 42 = 207) were divided into successful and unsuccessful adjusters; a two step total sample.

9. Predictor Measures

The predictive instrument developed for this study consisted of item questions designed to measure broadly defined dimensions of "sociability, empathy, intellectual curiosity, patience, adaptability, acceptance and morality." The original 109 item version was field-tested for "readability, clarity and understandability," resulting in a 98-item revised version. This instrument was named the Biographical, Interest, Attitude Inventory (BIAI).

A commonly used predictive instrument (both in civilian and military applications), the Strong Vocational Interest Blank (SVIB) was also used as a potential predictor of overseas adjustment.

10. Predictor Analysis

a. The total sample was then split into two groups for purposes of statistical evaluation of predictors. Each group consisted of half the total successful adjusters and half the total unsuccessful adjusters randomly selected. This provided a "key-construction group" and a "cross-validation group."

b. Using a method called the KEYCON Item Analysis Program, items of the predictive instruments (BIAI and SVIB) were analyzed to see which of the alternative "answers" to the items distinguished between successful and unsuccessful adjusters.

c. Thirty-eight of the 98 BIAI items were selected for inclusion in the final version of the predictor instrument on the basis of step 10 and these 38 are hereafter called the Cross-Cultural Interaction Inventory (CCII).

d. The KEYCON Item Analysis was used to score the SVIB as a predictor of overseas adjustment. There was a high percentage of overlap (75%) and a low validity coefficient between SVIB and the cross-validation group. There was a low percentage of overlap (35% and good validity coefficient) between SVIB and the key-construction group. These conflicting results raised major questions about the SVIB as a predictor.

11. Criteria/Predictor Correlation

a. The correlations between the criteria measures and predictors (CCII) were significant at .01 level. Tilton's overlap coefficient which measures the degree to which distributions on scores for unsuccessful and successful adjusters overlap was only 27%. "Values below 45 percent denote unusually high accuracy for using a measure as a classification device" (Donnette, 1966, p. 149).

b. The 29 attitudinal items of the CCII were grouped according to their original categories of sociability, empathy, intellectual curiosity, patience, adaptability, acceptance and morality. The items, adaptability, sociability, acceptance and intellectual curiosity differentiated most effectively between the two groups.

Conclusions

The authors concluded that the most useful items in

differentiating between successful and unsuccessful adjusters were attitudinal items rather than demographic information. It was pointed out that if the BIAI had been used as a selection instrument, the majority of unsuccessful overseas adjusters would have been screened out. But as this research design was concurrent, the new 38 Cross-Cultural Interaction Inventory (CCII) still needs to be tested under truly predictive conditions with personnel before they go overseas.

The researchers concluded that the SVIB, because of the mixed results achieved and the length of the instrument (399 questions), was not as useful for predicting overseas performance as the CCII.

Based on the discriminant analysis procedures conducted on the criteria measures, the NOAS self-reported items were not as useful measures of overseas adjustment as were the combination of the Kunin Satisfaction Scale and the Interaction Scale. Though the NOAS was a satisfactory instrument for reflecting perceived overseas adjustment as shown by agreement with both the Kunin scores and peer ratings, it was deemed less accurate than the other measures used. The authors recommended that the NOAS needed further refinement and could possibly be used at a future time as a self-evaluative instrument for validating selection decisions (p. 16).

Evaluation and implications

This study is the first we have reviewed in which both predictive measures and criteria measures of overseas effectiveness have been adequately developed and tested. The procedures used to nominate the adjusted personnel included information from both peers and supervisors. Self-report instruments were also employed in determining the degree of adjustment overseas. The only other criteria which might have been collected could have

been from host country nationals. In this study, though, that is not as essential as it might be for other populations because Navy personnel are not in the business of transferring technical information or of working as closely with host nationals as many other groups are who do not live on Armed Services Bases. Nevertheless, information from the viewpoint of host nationals would provide another useful perspective on overseas adjustment.

Though this concurrent research design in which both the predictive and the adjustment information were collected at the same time is not as conclusive as longitudinal designs, it is a definite step toward research which includes both adequate criteria and reliable population specific predictors. The results of a concurrent study should be retested in a longitudinal design to determine if the predictor instruments are valid under stricter conditions. But concurrent designs are frequently used in initial research to aid in the refinement of instruments before they are finally tested in a truly predictive fashion. Unfortunately, follow up longitudinal studies with revised instruments frequently are not conducted before the potentially predictive instruments are used as bonafide selection instruments.

There is a confusing assumption made about attitudinal data and personality trait descriptions by the researchers conducting this study. The researchers took the 29 attitudinal items from the 38 item BIAI and grouped them in categories and then gave personality trait names to each category (sociability, adaptability, etc.). Personality trait theory as proposed by Cattell (1965) is based on behaviorally observed data. Yellen and Mumford apparently have assumed that certain groupings of attitudes are indicative of underlying personality traits whose names, such as empathy and sociability, they have then assigned to each group. This practice is confusing because it gives the reader the impression that the items might have been behavioral when, in fact, they are not. Secondly, because no factor analysis was conducted, the actual groupings have not been statistically proven. Therefore, the results which have been reported as underlying personality traits should be viewed as apparently related groupings of attitudes. The issues of personality trait theory as they apply to this research will, as noted earlier, be discussed in Chapter III.

A second combination study of U.S. Navy personnel was reported by Tucker and Benson (1978). Using the Cross-Cultural Interaction Inventory (CCII) as a basis (Yellen and Mumford, 1975), Tucker and Benson designed a selection instrument, the Navy Overseas Assignment Inventory (NOAI), to predict overseas adjustment.

Method and results summary

1. Sample for Criteria Validation

   2250 Navy personnel on overseas assignment.

2. Provisional Measure of Success

   None

3. Proposed Criteria Rating Procedure

   a. A criterion measure instrument was developed on two forms, one for ratings from supervisors and one for self-rating. This criterion instrument is hereafter called the Survey of Overseas Navy Personnel (SONP).

   b. The SONP was mailed to 2250 respondents who were still posted overseas as of August 1977. It was also distributed to each respondent's supervisor.

4. Rating Reliability

   Rating reliability was provided by gathering both self-reports and reports of supervisors.

5. Provisional/Proposed Criteria Correlation

   None

6. Two Group Analysis

   None

7. Factor Analysis of Criteria

a. Means and standard deviations were calculated for each criteria measure. Intercorrelations between the criteria ratings were computed indicating a great deal of overlap in the ratings on both supervisory and self-ratings.

b. The SONP responses were factor analyzed to determine the structure of the criteria ratings, but multi-item scales were not constructed. The analysis indicated that the SONP was being used as an overall adjustment measurement or a global measure, rather than as measures of the specific dimensions of overseas effectiveness.

8. Sample for Predictor Measures

Of the 2250 respondents to the criteria measures (SONP), 1927 subjects also completed the predictor test measure (NOAI) and were rated by a supervisor on the NOAI.

9. Predictor Measures

a. After an exhaustive review of overseas adjustment literature (Tucker, 1974), 500 items were written to reflect all hypothesized dimensions of overseas functioning. Through a series of revisions, these were finally reduced to 78 items and called the NOAI.

b. Enlistees assigned overseas were mailed the NOAI to complete prior to their departure. Inventories were completed by 3010 subjects. Data were collected from December 1976 through April 1977.

10. Predictor Analysis

a. To develop scales for the NOAI, a random subsample of 497 individuals was selected and frequency distributions of responses to the 78 NOAI items were computed along with means and variances. Twenty-three variables with variances less than .60 were deleted from factor analysis of the NOAI. Ten scales were empirically defined

on the basis of 45 items after uninterpretable items and factors were deleted.

b. Ten factors were identified through factor analysis of the NOAI, including: (a) Expectations regarding overseas assignments, (b) Ethnocentrism, (c) Socially desirable response tendency, (d) Proselytism, (e) Trust in people, (f) Intolerance of non-Americans and less comfortable surroundings, (g) Personal control, (h) Behavioral flexibility, (i) Impatience, (j) Nonadaptability.

11. Criteria/Predictor Correlation

a. The criteria data were divided into the following five groups: (1) OSUP, overall rating by supervisors, (2) OSLF, overall self rating, (3) TSUP, total behavioral ratings by supervisors, (4) TSLF, total behavioral ratings by self, (5) AFFECT, self ratings of Kunin faces.

b. The 10 NOAI scales were correlated with the 5 groupings of the criteria data.

c. Subsamples such as Females, Married People, First tour, etc., were analyzed using multiple stepwise regression.

d. Scale 1, Expectations regarding overseas assignment, was the best predictor in the project with overall group and subsamples. This Scale contains seven items with high scores reflecting self confidence and positive self concepts in relation to overseas assignment. This Scale was not in the original design of the study, but emerged from the content analysis and accounted for 28.8% of the variance of the NOAI, the highest single item.

e. Of the criteria measures, the self ratings in general and the affect criterion (Kunin faces) in particular were most predictable with the NOAI (p. 13).

f. Four of the five criteria variables (excepting TSUP) could be predicted with the NOAI.

The total set of supervisory ratings was difficult to predict.

Conclusions

The NOAI was initially developed to add to the screening capability for the Navy. An instrument had been needed to identify unhappy or unsuccessful individuals overseas who were not identified because they still performed well enough to complete a tour of duty. Because the self ratings of adjustment were better predicted than supervisory ratings, and the affective reaction to the overseas tour is a major part of the self ratings, Tucker and Benson indicated that the NOAI seemed to focus on those aspects of overseas adjustment which it was designed to predict (p. 14).

Evaluation and implications

The major strength of this study lies in the development of a predictive instrument (NOAI) and a criterion measure (SONP) which are based on the subject population and situational variables. Since the NOAI was tested in a truly longitudinal research design, the results are more valid than results which have been generated with less reliable methods.

The SONP is a more adequate measure of criteria because it surveys the observable behaviors of the overseas personnel rather than collecting attitudinal data. The criteria data could have been improved by collecting ratings from more than two people on each subject to eliminate the possibility of their cancelling each other out if disagreement existed and to balance the "leniency" of self-reporting.

The NOAI is a credible predictive instrument, especially because of the fact that it is based on the CCII which had been previously tested by the Navy in 1975 using a concurrent research design reported earlier in this literature review. The luxury to incorporate findings from such relevant previous research is rare in defining and predicting overseas effectiveness.

The sample size also adds validity to these findings as assumptions about means and distribution are less likely to be violated. The only notable weakness in the study is the resulting undifferentiated criterion measure. Although various dimensions of overseas adjustment were hypothesized, statistical analysis revealed the criteria to be an essentially global measure. Theoretical speculation as to differences between overseas adjustment and overseas performance are not yet empirically supported in a combination criteria and predictor study.

Ruben and Kealey (1977) conducted research on a sample population of technical advisors from the Canadian International Development Agency who were living and working in Kenya. The purpose of their study was to investigate the validity of "communication behaviors" in predicting culture shock, psychological adjustment, and

cross-cultural effectiveness.

Method and results summary

1. Sample for Criteria Validation

   19 subjects who were technical advisors and their families in training for overseas assignment in Kenya for the Canadian International Development Agency.

2. Provisional Measure of Success

   None

3. Proposed Criteria Rating Procedure

   a. The criteria measures for overseas adaptation were developed in three areas: (a) culture shock, (b) psychological adjustment, (c) interactional effectiveness.

   b. Each subject (N=19) completed a self-report questionnaire and was interviewed by a researcher.

   c. The technical advisor self-report included information in the following categories: (a) personal, (b) vocational, (c) family, (d) social, (e) culture shock, (f) adjustment, (g) effectiveness.

   d. Spouse questionnaires differed by substituting (a) domestic affairs, and (b) community service and involvement for vocational data.

   e. Questionnaires were open-ended and critical incidents were solicited.

   f. Degree of culture shock was calculated by soliciting adjective descriptors for each of four points during the overseas stay. The descriptors were rated as to negative or positive feelings and the intensity of the feelings on a continuum from "no apparent culture shock" to "pronounced culture shock."

   g. Degree of adjustment was scored from 3 self-reports and a clinical psychologist's obser-

vation in categories of adjustment: (a) personal, (b) cultural, (c) vocational, (d) social, (e) language, (f) political.

h. Degree of effectiveness was based on (a) self-report, (b) observer assessment, (c) ratings by peers and supervisors on the subject's "cultural participation and interaction with nationals especially in the work context and concern for the success at transferring skills to persons in the host culture" (p. 21). Responses by each rater (self, observer, peer, supervisor) were scored as negative or positive (+1 or -1). The difference between the total number of negatives and total number of positives was calculated and plotted on a 5 point Likert Scale.

4. Rating Reliability

Rating reliability for a criterion measure is an open question. It would seem the self-report and close observation on such a small sample should be adequate.

5. Provisional/Proposed Criteria Correlation

None

6. Two Group Analysis

None

7. Factor Analysis

None

8. Sample for Predictor Validation

Same as number 1 above.

9. Predictor Measures

a. From a review of the literature in cross-cultural communications, the authors proposed seven relevant categories of communication behavior. These were:
   a. display of respect,
   b. interaction posture,

c. orientation to knowledge,
d. empathy,
e. role behavior,
f. interaction management,
g. tolerance for ambiguity.

b. Each of these categories of behavior was then described along a continuum. There were, for example, five levels of displaying respect, each with a description of characteristic behaviors. After a pilot pre-test, the seven rating scales were refined and became the predictive instrument of the study.

c. The sample population consisted of a group of 19 subjects (technical advisors and their families). The rating scales were used to evaluate the subjects' communication behavior during a week-long training program prior to departure for two years in Kenya. Each subject was rated by three staff on the seven scales.

10. Predictor Analysis

a. Inter-rater reliability was calculated using the Pearson Product Moment Correlation and yielded .001 significance on 4 scales and .05 on the remaining 3 scales (see 9a. above).

b. Factor analysis was used to determine what types of individuals could be described by the data. Three "types" of individuals could be grouped by factor analyzing the predictive measures: (a) Group One does not generalize personal beliefs and opinions to everyone (orientation to knowledge), has high tolerance for ambiguity, displays a high degree of respect for others, manages interaction for optimum participation with others, and does not block group success by self-oriented behavior; (b) Group Two is essentially the opposite of Group One; (c) Group Three rated high on displaying respect, tolerance for ambiguity and empathy, but low on self-oriented behavior and interaction management.

11. Criteria/Predictor Correlation

The predictive validity of the seven behavioral assessment scales for each of the criteria dimensions appear below. A = culture shock, B = psychological adjustment, C = effectiveness.

	A	B	C
Orientation to knowledge	.005	--	.10
Relational behavior*	.01	--	--
Empathy	.05	--	--
Self-centered behavior*	.10	--	.05
Interaction Profile	.10	--	.05
Interaction Management	.10	.10	--
Ambiguity Tolerance	.10	--	.10
Display of Respect	--	.005	.10
Task behavior	--	--	.05

*Subset of Role Behavior
Numbers above represent levels of significance.

Conclusions

The authors concluded that there was convincing empirical support to suggest that overseas adaptation is a multi-dimensional concept. The communication behaviors predict effectiveness, adjustment and culture shock with varying degrees of strength. This indicates that though these concepts are interrelated, they are not interchangeable as criteria for adaptation.

The findings also give support to a behavioral assessment method. Though the sample was extremely small, each communication behavior tested did, to some extent, predict one of the dimensions of overseas adjustment. The strongest predictive dimensions of communication behavior were respect, interaction profile, orientation to knowledge, empathy and role behavior (including task behavior, relational behavior and self-centered behavior).

Ruben and Kealey conclude that some generally agreed upon notions of intercultural adjustment were supported and others were not. For example, this study corroborated the notions that persons who are self-centered, evaluative, disrespectful, and have strict categories for truth and little tolerance for ambiguity are likely to be ineffective overseas.

One surprising finding, though, was that persons with an orientation towards high task achievement were ineffective in this overseas setting. The findings that culture shock correlates with orientations to knowledge, empathy and relational behavior are not really deducible from the literature. Finally, it is interesting that some of the dimensions which seem to lead to a high degree of culture shock, such as nonjudgmentalness and ambiguity tolerance, seem also to be components of effectiveness. "Thus, it may be that in some cases at least, the very persons who will ultimately be most effective can be expected to undergo the most intense culture shock" (p. 28).

The authors suggested that replication of this study with larger samples of persons going to different cultures with varying lengths of stays would be necessary before any of the findings of this present study could be used with a relative degree of certainty as the basis for selection and training procedures. They did point out, however, that this study gave strong evidence that behaviors such as self-centeredness and respect could be reliably measured by the instruments used in this research and that observational methods used to generate these measures were effective.

Evaluation and implications

Perhaps the most important finding from this study is that three distinct dimensions of adjustment emerged. This research lends support to the theory that effectiveness, culture shock and psychological adjustment are relatively distinct aspects of overseas adjustment. Though these aspects are interrelated as demonstrated by some overlaps in the predictive abilities of the communication behaviors, they describe different aspects of overseas adaptation (effectiveness).

The high interater reliability obtained with the behavioral assessment scales is encouraging to future researchers and is further supported by the strong predictive validity of these communication behaviors.

The highly personal attention given to each participant while collecting adjustment data in Kenya has given a valuable data base from which to evaluate relative adaptation. However, the lack of a standardized method and the time consuming nature of individualized data collection procedures would present a major difficulty to researchers trying to replicate this study with a sizeable sample population.

This study represents a truly predictive research design which employed differentiated behavioral predictive indicators with differentiated criteria of overseas adaptation. The findings again support the importance of measuring communication behaviors in predicting and defining overseas effectiveness.

Hawes and Kealey (1979) conducted a more extensive study of technical advisors for the Canadian International Development Agency basing some of their efforts on Ruben and Kealey's study (1977) which we just reviewed. Despite

some limitations, Hawes and Kealey's "CIDA Study" is generally acknowledged by leading researchers in the field of intercultural research to be the current "state of the art" in methods of defining and predicting overseas effectiveness. The authors stated their specific objectives as (1) "a clear description of the concept of overseas effectiveness and its indicators and (2) a 'profile' of individuals who are effective on assignment to developing countries" (p. xix).

Method and results summary

1. Sample for Criteria Validation

   250 subjects (160 technical advisors and 90 spouses) at 25 project sites in Afghanistan, Haiti, Kenya, Pakistan, Peru and Senegal.

2. Provisional Measure of Success

   None

3. Proposed Criteria Rating Procedure

   Criteria data were collected on parts of 3 instruments: Self-rating form, colleague-rating form and host national rating form. There were a total of 41 criteria items which measured a range of behaviors, including:

   a. interaction with Nationals
   b. local language competence
   c. non-verbal communication
   d. factual knowledge
   e. concern with training
   f. tolerance and openness
   g. application of technical background
   h. commitment to job
   i. adaptation of techniques to local conditions
   j. participation in reinforcing activities
   k. satisfaction with environment

l. no stereotyping of Nationals
m. acceptance of conditions
n. adjustment as a family unit

These instruments were supplemented with extensive interview data.

4. Rating Reliability

A comparison of mean ratings by self, colleagues, and Nationals showed some evidence of leniency and halo effect on self-ratings, but reliability was sufficiently high with the exception of "knowledge of local language" and "concern with training." Nationals' ratings consistently fell between self and colleague ratings.

5. Provisional/Proposed Criteria Correlation

It may be useful to note that methodologically there was a trade-off made between establishing rating reliability on criteria measures through use of multiple competent raters versus the alternative of correlating proposed criteria with some provisional criteria, such as premature return.

6. Two Group Analysis of Criteria

See #11 below.

7. Factor Analysis of Criteria

a. Self rated criteria variables were analyzed using principal-components factor analysis with varimax rotation. This yielded four factors accounting for 92% of variance:
   (1) Personal feelings of satisfaction (68% of variance)
   (2) Overall Effectiveness/self rated (11%)
   (3) Professional/Cultural Adjustment (9%)
   (4) Concern with Training (4%)

b. Mean ratings of 3-6 Canadian colleagues of each subject were also factor analyzed yielding:
   (1) Intercultural Interaction and Training
   (2) Job Performance
   (3) Personal/Family Adjustment and Satisfaction

c. Only one factor resulted from host national ratings:
   (1) Overall Effectiveness/National-rated

d. Each of the 8 factors was converted to a scale and all eight tested for internal reliability and relative independence from other scales using the Alpha coefficient and maximum interscale correlation.

8. Sample for Predictor Validation

Same as #1 above.

9. Predictor Measures

The predictor data were gathered concurrently with criteria data on the self and colleague rating forms. The predictor measures included:

a. 41 item Personal Dimensions Inventory which was a self-rated behavioral assessment instrument made up of items hypothesized to be relevant individual characteristics.

b. 4 items self-rated on personal expectations.

c. 12 item colleague-rated behavioral descriptions of relevant interpersonal and intrapersonal characteristics.

10. Predictor Analysis

a. The self-rated measures, Personal Dimensions Inventory and Personal Expectations, were subjected to Pearson product-moment correlations and factor analysis resulting in 8 factors for the PDI (total 78.8% of variance):
   (1) self-confidence/initiative (22%)
   (2) frankness (12%)
   (3) spouse/family communication (11%)
   (4) cautiousness (10%)
   (5) interpersonal interest (7%)
   (6) interpersonal harmony (7%)
   (7) rigidity (6%)
   (8) non-ethnocentrism (3%)

   The Personal Expectations measure appeared to remain at 4 factors, one for each original item.

b. The Canadian colleague-rated measures were also factor analyzed. Two factors accounted for 87.7% of variance:
(1) Interpersonal skills
(2) Self-assertion

c. Scales were derived for each of the 10 factors. The most reliable scale being Interpersonal Skills (colleague rated).

11. Criteria/Predictor Correlation

a. Multiple Regression Analysis - using a step-wise procedure, 2 of the 8 criteria measures were found to have no significant relationship with any of the predictor measures:
(1) Overall Effectiveness (self-rated)
(2) Concern with Training (self-rated)

The single best predictor measure was Interpersonal Skills which predicted:
(1) Personal Feelings of Satisfaction (colleague-rated)
(2) Intercultural Interaction and Training
(3) Job Performance
(4) Adjustment and Satisfaction
(5) National-rated Overall Effectiveness

b. Extreme Group Analysis - extreme groups were formed by ranking subjects on criteria measure scores on a continuum from low to high and excluding the middle range from analysis. Each of the predictor measures was tested to see whether it significantly differentiated between the two extreme (high vs. low) groups. Again, Interpersonal Skills was the most reliable predictor, followed closely by Self-Assertion.

c. "In summary, Interpersonal Skills was by far the most consistent predictor of the various dependent scale measures of effectiveness. Using both techniques and additional OVERALL dependent variables, Interpersonal Skills consistently predicted effectiveness on six of eight variables (including OVERALL). The six dimensions of Interpersonal Skills were interpersonal flexibility, interpersonal respect, listening skill, relationship

> building, self-control under stress, and intercultural sensitivity. The second most consistent predictor was Self-Assertion, predicting four dependent measures of effectiveness (including OVERALL). The three dimensions of Self-Assertion were initiative, self-confidence, and frankness" (p. 92).

Conclusions

a. Analysis of the interview opinions data and the factor analysis of criteria variables resulted in 3 dimensions of overseas effectiveness for the technical advisors on CIDA Projects.

   (1) Intercultural Interaction and Training
   (2) Professional Competence
   (3) Personal/Family Adjustment and Satisfaction

b. Analysis of the parallel data for spouses showed only (1) and (3) as might be expected, given their non-formal working role. From the viewpoint of Host Nationals, overseas effectiveness involved 2 dimensions.

   (1) Intercultural/Professional Interaction and Training
   (2) Personal Family Adjustment and Satisfaction

c. The "profile" of the individual who is effective overseas in the situation represented by the CIDA Study falls into 3 major areas:

   (1) Interpersonal Skills
   (2) Self-Assertion/Identity
   (3) Realistic Pre-Departure Expectations

   The Interpersonal Skills and Self-Assertion/Identity categories represent overlapping sets of observed behavior. The effective individual is effective with others (Interpersonal Skills) and is also able to express his/her identity, needs, and beliefs without disregard for the needs of others. The sub-categories of behavior include demonstrating:
   (1) flexibility
   (2) respect for others
   (3) active listening

(4) relationship building
(5) control under stress
(6) sensitivity to local realities
(7) initiative
(8) confidence
(9) frankness.

d. "To some readers, elements of the profile may seem obvious. What is important, however, is that the profile has been developed by sound empirical methodology, giving it more validity than a purely intuitive approach. The profile also ranks the importance of the characteristics listed. The ranking of the items is critical. The profile of an effective manager in Canada might well include both Self-Assertion and Interpersonal Skills, but the order would likely be reversed, Self-Assertion being more important. Overseas, Interpersonal Skills are foremost in importance, followed by Self-Assertion/Identity" (p. 169).

e. "Two elements of the profile uncovered in this study greatly surprised the authors. First, we were surprised to find that frankness was positively related to overseas success. One of the items measuring frankness was: "This individual is frank and outspoken rather than tactful in his/her dealings with others." We expected a negative prediction for frankness-related items, i.e., that it is better to be tactful. However, in looking at the overall profile, it seems plausible that these items measure honesty and genuineness in relationships. It is excellent to be frank -- provided you are also demonstrating other critical aspects of the profile, namely the six interpersonal skills" (p. 170).

f. "The second finding of surprise to the authors related to risk-taking. One of the items measuring the behavior was: "When making a choice, I prefer to go about it cautiously rather than taking unnecessary risks." Again, we expected a positive relationship of caution-related items with success, but the reverse was found to be true. The result was in agreement with the importance given self-confidence and initiative in the profile. If you are overly

> cautious and prudent, it may well mean you lack self-confidence and are afraid to take the initiative. In essence, going overseas is an adventure, demanding an adventuresome spirit rather than an excess of caution and lack of self-confidence. It should be recalled, however, that caution-related items were inconsistent -- negative predictors for colleagues and National dependent ratings, but positive predictors of self-ratings on effectiveness" (p. 170).

Evaluation and implications

Hawes and Kealey (1979) have put together in one study many of the methodological strengths of previous studies with a sample size sufficient to make some generalizations from the results. They have focused equal attention on the development of criteria and predictors. The data base for criteria measures is broad both in its sources (self-rated, 3-6 Canadian colleagues-rated, host national-rated) and in categories (job performance, intercultural interaction, adjustment). In addition, the data were analyzed separately for spouses.

The statistical analyses were more thorough than many previous studies, including (1) factor analysis of both criteria and predictors, (2) reliability and independence of scales through Alpha coefficient and intercorrelation calculations, and (3) extreme group analysis of predictor/criteria correlations.

The most notable limitation of the method was summarized by the researchers:

> The design of this study was concurrent rather than longitudinal. In other words, both the dependent (criteria) and independent (predictors) measures were taken overseas at the same time. Ideally, the independent measures should have been taken before the cooperants went overseas. In this way, the relationship of independent variables to the dependent measures of overseas success would be "predictive" in the real sense of the word. Due to constraints, a longitudinal design was not possible. One assumption, then, is that the various personal characteristics measured as independent variables are relatively stable and consistent - whether measured before departure or in the field, and are, therefore, predictors of success (p. 66).

The implications of these assumptions for this, the Youth for Understanding study, will be further explored in Chapter III.

In terms of the study's results, the implications seem clear. Overseas effectiveness is indeed made up of identifiable, if overlapping, categories of behavior. Performance and Adjustment are not the same thing at least for this subject population. In addition, Intercultural Interaction is a significant dimension of overseas effectiveness. As for predictors, Interpersonal Skills are the single most important predictor of the various dimensions of overseas effectiveness. Making <u>contact</u> with persons

in the host culture is apparently a prerequisite to effective job performance of technical advisors and spouses. Those who have the interpersonal skills (flexibility and openness to the ideas and beliefs of others; respect, responding to others in a way that shows them they are valued; listening skill, accurately perceiving needs and feelings of others; and relationship building, ability to make friends and keep them through trust and cooperation) are those who make the intercultural contact.

Summary of Chapter II. Let us summarize this chapter in light of the purpose of this study. To repeat, the purpose of this study is to identify significant criteria for measuring the relative overseas effectiveness of adolescent participants in a host family, school year, cross-cultural living experience and to identify personality characteristics which are potential predictors of overseas effectiveness for this adolescent population.

A review of the research has revealed, as we stated at the outset, that there is no method which is directly applicable to the population and situational variables of this study. The research which is closest in population, Hammer, Gudykunst, and Wiseman (1978), is also perhaps the least adequate from a methodological viewpoint.

We reviewed three kinds of studies in roughly chronological order: (1) Methods Focusing on Predictors, (2) Methods Focusing on Criteria, and (3) Methods Focusing on both. That is, the evolution towards more complete and adequate methods could be said to be a trend in intercultural research of this type. The recognition through actual research design that predictor measures can only be practically useful insofar as directly relevant criteria measures are also developed has been an important step in the methodological progress of the field. The studies which combine methods of criteria and predictor validation are the most applicable to the purpose of this study. The suitability of these combined methods are reflected in particular aspects of research design:

1. Adequate sample size - Although valuable hypotheses can be pilot tested with small samples (c.f. Ruben and Kealey, 1977), the utility of statistical methods in generating reliable results is severely hampered by small sample numbers.

2. Differentiated criteria - In order to get criteria of overseas effectiveness which are more than global measures (e.g., success vs. premature return), data should be collected from several sources (e.g., self, colleague, supervisor, host nationals) and in several

categories. Findings reviewed in this chapter would indicate that performance, adjustment, and intercultural interaction are distinguishable dimensions of overseas effectiveness and that criteria of overseas effectiveness should include affective, behavioral, and cognitive categories.

3. Instrumentation and data collection procedures for criteria data. Criteria instruments yield the most reliable results when they have been previously tested to insure their validity and when they have been adapted to the specific population. The researcher should be reasonably satisfied that the instruments used to collect data do, in fact, measure the behavior they purport to.

Data, when possible, should be collected in-person by trained personnel. Data collected by mail produces a built-in bias merely because a certain segment of the sample will not return the questionnaire. Rating reliability is also improved if ratings of an individual's behavior come from several independent sources who are competent (sufficiently informed) to rate the individual on the particular behaviors. Especially in a situation where personal satisfaction is an issue, raters should include the person being rated. Ordinarily, due to the effects of leniency, "fakeability" of test, etc., self-rated data alone would be insufficient.

Steps should be taken to reduce the tendency to give "skewed" responses to questionnaires. These might include the use of a combination of different types of scales, behavioral items rather than attitudinal ones, repetition of specific items in varied formats, as well as providing a thorough in-person explanation of the meaning of particular items.

4. These criteria data should then be factor analyzed to determine what factors are significant, reliable, and independent measures for distinguishing between successful and unsuccessful groups.

5. Provisional criteria validation - differentiated criteria should be validated initially by correlation with a provisional measure of success. For example, Harris (1973) checked his criteria by determining whether they distinguished premature returnees from those who finished their two year assignment. This provisional measure of success is admittedly a gross measure which glosses important subtleties, but it anchors the differentiated criteria in an easily and generally verifiable measure which may be extremely relevant to the selection and training realities of the organization sponsoring the research.

6. Instrumentation and collection procedures for predictor data. The same concerns listed above with

respect to criteria data apply to the instrumentation and data collection procedures for predictor data. In addition, predictor data is most useful when it is collected in a truly longitudinal manner at the beginning of the overseas experience under examination. This ensures two separate sets of data uncontaminated by concurrent response which can be compared over time.

Hypotheses with regard to which personality characteristics are likely to predict various differentiated criteria should be based on previous research as well as theoretical speculation. Choosing completely new sets of predictors limits the value of the research and risks "reinvention of the wheel." Findings to date indicate that interaction with host nationals, interpersonal skills, and pre-departure expectations should certainly be included as dimensions of the instruments used to collect predictor data.

7. Some form of factor analysis is also useful for predictor measures (probably a stepwise procedure) which will determine which variables in what logical combinations account for the greater percentage of variance in correlating predictor and criteria measures.

8. Adequate statistical procedures for correlation of criteria and predictor data. A combination of statistical procedures for comparing the criteria and predictor

data yield a more complete understanding of the relationships between the two sets of data. Multiple regression, extreme group analysis and multiple t-tests should be considered when comparing criteria and predictor data. Multiple regression analysis is a method of analyzing the collective contributions of two or more independent variables to the prediction of a dependent variable. T-tests are used to determine simple correlations between an independent and a dependent variable. Extreme group analysis is a means to determine whether predictor measures actually distinguish between successful and unsuccessful subjects as defined by the studies' own validated criteria. This statistical procedure would seem very valuable in order to apply findings to the practical problems of selection and training.

The above eight methodological criteria were derived from a review of the literature and were subsequently used in choosing an appropriate method for defining and predicting overseas effectiveness for adolescents in a one-year, host family cross-cultural living experience.

There was, however, another important consideration in designing the research method for this study. Research in intercultural adjustment and performance proceeds more quickly if new contributions are based on the findings and methods of research already at the

cutting edge. The advantage is gained by adapting the best methods and findings so that replication of pivotal past research and testing of promising new directions are both possible.

C H A P T E R I I I

THE ADAPTED CIDA STUDY METHOD AND THE LOEVINGER SENTENCE COMPLETION TEST

This chapter will (1) review some of the important differences between the population and situational variables of the CIDA study and this, the YFU study, (2) suggest modifications in the instruments and methods to match these differences and to meet the right methodological criteria found in the summary of Chapter II, and (3) propose an additional predictor measure which shows promise for intercultural research, The Loevinger Sentence Completion Test (LSCT).

CIDA and YFU - differences. The sample population for this study was drawn from exchange students participating in programs offered by Youth for Understanding. Eighty of the students were Latin Americans who lived for a year with host families in the United States, and 129 were American students who lived for a year with host families in Australia. The CIDA study sample population, by contrast, was composed of 250 Canadians who were living for two years as technical advisors in Afghanistan, Haiti, Kenya, Pakistan, Peru, and Senegal. Most of the CIDA study sample subjects were part of a family unit living overseas, which included a non-employed spouse. The YFU sample subjects were unaccompanied and each attended

school.

It is clear that differences in the nature of the two sample populations and attendant situational variables are significant. For this reason, the author proposed in Chapter I, and reinforced in Chapter II, the need for a method that provided for the development of situation and population specific criteria for overseas effectiveness. The CIDA method meets this need by collecting criteria data from the sample population which has experienced the specific cultural situation. Although broad dimensions of overseas effectiveness are assumed, actual criteria scales are derived from analysis of criteria data collected from the subjects themselves and host country observers (e.g., host families and organizational staff). These criteria scales, in effect, constitute the aggregate opinion of program participants about what constitutes overseas effectiveness for the program. There were, however, some necessary modifications of the broad categories in which data were collected and, consequently, some changes in the data collection instruments. These will be considered in each of the eight methodological criteria identified in the summary of the literature.

Modifications to CIDA method.

Adequate sample size. The YFU sample size of 210

was adequate for the purpose of the study.

Differentiated criteria. The CIDA study hypothesized four dimensions of overseas effectiveness in order to get differentiated criteria: (1) Adjustment to the Host Country, (2) Family Adjustment, (3) Job Effectiveness, and (4) Effectiveness in the Transfer of Technology. The first two are assumed to be adjustment dimensions and the last two performance dimensions. Since the YFU study sample did not have jobs as such and since they were not accompanied by their families, the original CIDA dimensions had to be re-interpreted. Adjustment to Host Country (1) remained the same. Family Adjustment was changed to Adjustment to Host Family (2). Consultation with YFU staff and volunteer representatives led to a definition of the exchange student's "job performance." This was hypothesized to include two dimensions: (3) Academic or Performance in School Work, and (4) Adjustment to the School Setting Outside Academics.

Instrumentation and data collection procedures for criteria data. Items in the data collection instruments for criteria measures were adapted to reflect these modified dimensions. For example, items which were hypothesized in the CIDA study to reflect "Concern for Training" by technical advisors were obviously not applicable to YFU subjects. Since "Concern for Training" was essentially

an interpersonal variable involving transfer of knowledge to host nationals, the YFU study substituted "Sharing His/Her Own Culture" as an interpersonal variable involving transfer of knowledge by the subject to host nationals.

Both criteria and predictor measures were behavioral item descriptions and had been validated in previous research; there was a good basis for reliability. The CIDA study relied on several independent raters: self, colleagues, and host nationals. The colleague rating (rating by another Canadian working with the subject) was not possible for the YFU sample because students are often the only YFU student in their community from their country. The YFU study raters were, therefore: self, YFU local representative, and host family parent(s).

Criteria data is factor analyzed in this study, using similar statistical techniques to the CIDA study method. No modification was made here.

Provisional criteria validation. The CIDA study did not use provisional validation to determine whether criteria distinguished between successful and unsuccessful subjects in terms of gross organizational measures like early return. The YFU study method does include this step by identifying success and failure groups. The failure group consisted of subjects who changed host families 2 or more times (total of 3 or more families).

Instrumentation and collection procedures for predictor data. The predictor measures of the CIDA study were sufficiently general in their situational and population applicability that few modifications were necessary. They included the dimensions most commonly found as predictors in previous research: interaction with host nationals, interpersonal skills, and pre-departure expectations. Four sub-sections from the CIDA self-rated instrument which were not relevant to this population were omitted.

Factor analysis of predictor data is the same for both the CIDA and YFU studies.

Adequate statistical procedures for correlation of criteria and predictor data. Extreme group analysis and multiple t-test was added to analyze LSCT significance.

Limitations of the Adapted CIDA method. There are limitations of the Adapted CIDA method which the author of this study tried to address. The first is a broader question of the nature of personality and the second is a question of methodology.

Personality is and has been measured in a variety of ways. Usually, these reflect certain assumptions about the nature of personality. Since "personality characteristics" are often used as predictor variables in research into selection and training issues, it is important to

acknowledge the assumptions one is making which may be different from those of other researchers. For example, a researcher who investigates whether a subject experiences the necessary reward or positive reinforcement from activities in a host culture (Tucker, 1973) may be making different assumptions about personality from a researcher who tries to isolate traits of personality which predict overseas success (Harris, 1975). Are there different personality types or are there only differing environmental factors which produce differing or similar behaviors? This researcher takes what has become known as an interactionist viewpoint. Popularized by Piaget, an interactional view of personality suggests that personality develops through the interaction of genetic potentialities and environmental situations. Both "nature" and "nurture" are played out in psychological development.

A limitation of the Adapted CIDA Method is that its predictor measures are based on an understanding of individual personality differences in terms of personality traits or characteristics. The author of this study finds this static conception of personality unnecessarily limiting because it tends to reinforce a view of personality as unchanging. Especially for an adolescent population, personality trait theory seems insufficient to

explain differences among individuals. However, from extensive experience living and working with adolescents, both in the United States and overseas, this author is inclined to see differences among adolescent personalities more in terms of psychological type. An interactional developmental view allows for both theoretical approaches. The researcher can view the individual both in terms of relatively stable stages of personality development and in terms of progressive changes in personality towards psychological maturity.

In trying to remedy this limitation of the Adapted CIDA method, a second limitation was also addressed. The CIDA study method used a concurrent research design, that is, the predictive instruments and criteria instruments are both filled out at the same time by subjects at the end of their overseas stay. Strictly speaking, then, the predictive measures are really only potential predictors which are concurrently correlated with criteria. To be truly predictive, the predictor instruments must be filled out prior to the overseas experience, as indeed they would have to be if they were used for selection purposes. There are obvious practical advantages to concurrent design for research purposes, but a truly predictive instrument would add to the validity of the method and results.

These two limitations were remedied by adding an instrument to the Adapted CIDA Method which measures psychological maturity on dimensions especially relevant to overseas effectiveness. This measure was used as a truly predictive instrument in combination with the Adapted CIDA Method.

The Loevinger Sentence Completion Test. Although no one standardized personality inventory has been empirically shown to be a useful predictor of overseas effectiveness, a review of the research to date reveals a reappearing class of personality characteristics which seem to be essential for effective adjustment and performance overseas. The author has selected The Loevinger Sentence Completion Test (see Appendix A) as a predictor instrument for this study because it measures many of the relevant personality dimensions in a comprehensive, holistic, efficient and developmental manner.

In the 1960's, Dr. Jane Loevinger (1970) researched the development of psychological dimensions related to interpersonal relations and self-awareness. She proposed and tested a comprehensive theory of the "core functioning of individuals" with a 36 item projective sentence completion test. In reviewing Loevinger's work, Lasker and Moore (1979) compared it to the theories of other developmental psychologists and found that the Loevinger Sentence

Completion Test (LSCT) seemed to measure a broader range of functioning than other instruments based on other theories.

Loevinger's theory of personality development is holistic in that it distinguishes overall patterns in the way people make sense of their worlds. The other well-known developmental psychologists, Piaget and Kohlberg, are cognitive developmentalists. They both are concerned with determining the underlying cognitive structures necessary for effective functioning in specific areas of life. All of these psychologists share a basic concept of the ego "which emphasizes the individual's integrative processes and overall frame of reference" (Hauser 1978, p. 334).

Loevinger refers to her theory as an "account of ego development." It is important to clarify what Loevinger means by the term "ego," because her usage differs greatly from the more prevalent psychoanalytic use of the term. The Loevinger definition of ego emphasizes a person's central way of making sense of his or her world. More concretely, as described by Lasker and Moore (1979), this process is the "overall mental process through which a person creates and maintains a frame of reference for understanding of self and others" (p. 29). It is just this process which intercultural researchers have begun

to identify as an important component of overseas effectiveness.

In addition to theoretical similarities between the LSCT and the interpersonal and intrapersonal dimensions of an overseas effectiveness personality profile, the specific description of its sequence of stages also relates to intercultural experience. Loevinger and her associates have identified ten measurable stages, seven major and three transitional stages, which reflect discrete and relatively stable patterns of interpersonal and intrapersonal functioning. An "ego stage," as Loevinger explains it, describes a central organizing principle of personality.

There are certain rating scales in the Loevinger stages which have many similarities to the individual items which previous intercultural researchers have described as essential to effective functioning overseas. For example, Ruben and Kealey (1977) correlated an "Ambiguity Tolerance Scale" with overseas effectiveness. Those with low tolerance for ambiguity tend to express hostility to those in authority. Verbal hostility was expressed towards those perceived to be in control of the immediate environment (e.g., supervisors). Those with high tolerance for ambiguity are described as adapting to the demands of the situation quickly with no noticeable

personal, interpersonal or group consequences (Ruben and Kealey, 1977).

A similar ambiguity tolerance range is measured by Loevinger's scales between the "Δ (delta), Self-Protective" person and the "level 5 or Autonomous person." The delta, Δ, stage person divides the world into those who rule and those who are ruled. Persons at this level often display hostile, callous humor frequently directed at those giving the Loevinger test (Loevinger and Wessler, 1970, pp. 55, 63). The Autonomous level 5 person sees conflicting life alternatives as aspects of the many-faceted life situations common in the world around him or her. These persons indicate, in Loevinger's words, "high tolerance for ambiguity" (p. 103).

Though these aspects of two Loevinger stages reflect the dimension of tolerance for ambiguity, an individual's functioning at each stage reflects many other discrete characteristics as well. It is important to note that the Loevinger, and Ruben and Kealey dimensions of tolerance for ambiguity may not precisely mirror one another. However, the continuum as described by each researcher seems very similar.

Another important dimension of overseas effectiveness has been described as the ability to project an interpersonal posture of empathy. The CIDA study names this

dimension "respect," and those displaying this are described as responsive to others, attentive and concerned and acknowledging of others (Ruben and Kealey, 1977, p. 167). Ruben and Kealey (1977), in their scale, describe persons of low level empathy as "indicating little or no awareness of even the most obvious surface feelings and thoughts of others." A person with high empathy "responds with great accuracy to apparent and less apparent expressions of feelings and thoughts by others, and provides verbal and non-verbal cues of understanding the state of affairs of others" (Appendix).

Loevinger's stages of ego development also reflect styles of interpersonal interaction. Empathy towards others is an important characteristic of interpersonal style and varying degrees of this characteristic can be found throughout Loevinger's sequence of stages. Persons operating at the self-protective or delta, , level are often manipulative, wary of others, and frequently exploitive. Persons at this level tend to blame others for circumstances for which they are not responsible, for the problems or negative consequences in their lives. At the next stage, level 3, interpersonal styles change to a conforming mode based on a desire "to belong." At this stage, an individual's behavior is primarily in response to others' expectations. Therefore, some

beginning awareness of others is demonstrated at this level, though empathy is not yet visible (Loevinger and Wessler, 1970, p. 67).

At level 4, the Conscientious person sees relationships in terms of responsibility, mutuality, and concern for open communication. The ability to see life experiences from another's point of view (empathy) is demonstrated at this level (Loevinger and Wessler, 1970, p. 83).

Though the level 4 individual displays empathy towards others, there are still two more major stages in the Loevinger sequence. It is interesting to see how empathy for others becomes more fully integrated into these persons' ways of interacting. The level 5, or Autonomous, person not only expresses empathy for others, but is characterized by a deepening understanding of how to respect and further the development of others. This person displays a respect for individual autonomy within the interpersonal context of complex social interactions (Loevinger and Wessler, 1970, p. 103).

The level 6 person at the Integrated state (though empirically rare), in addition to expressing the same interpersonal postures as found in levels 4 and 5, also displays a new respect for the value of life and expresses a sense of the rarity and specialness of each human being (Loevinger and Wessler, 1970, p. 106).

The Loevinger stages capture a continuum beginning with the complete absence of empathy to ever more complex integrations of this quality into the individual's interpersonal functioning. The breadth and richness of this measurement tool for categorizing interpersonal functioning as we have briefly seen here makes it an exciting, potentially predictive instrument for overseas effectiveness.

In addition to its theoretical relevance, the LSCT has the significant practical advantages of being easy for the researcher to administer and for the subject to complete. The test consists of 36 sentence stems. There is one version for males and another for females, and each can be easily completed in approximately forty minutes. The protocols (the 36 completed sentences) are scored with references to a comprehensive scoring manual, but each protocol can be scored by a trained rater in 30 minutes.

The LSCT has been tested on many thousands of individuals over the last twenty years, and its empirical reliability, at least among North Americans, is extremely high (Loevinger, 1979). In addition to its widespread use with Americans, there have been several cross-cultural studies conducted using the Loevinger instrument with Japanese, Curacaons, and Germans (Kusatsu, 1977, Lasker,

1978, and Vetter, 1978).

Finally, the LSCT has been tested with various samples and, though most people can fake the test towards the low end of the scale, only a slight rise in scores was attained when high scores were solicited (Redmore, 1976).

Thus, the combination of the relevance of the basic underlying theory of ego development coupled with the similarity of the dimensions in the ego stages to other intercultural research captured by means of a simple sentence completion format makes the Loevinger Sentence Completion Test a promising instrument to test as a predictive measure of overseas effectiveness with adolescent exchange students.

If stages of ego development can be shown to be predictive of some or all dimensions of overseas effectiveness, not only will there be practical benefits in both, but also provocative theoretical implications.

If overseas effectiveness is related to stages of psychological development, the question may be less one of <u>whether</u> an individual is likely to have a successful overseas experience, but rather more a question of <u>when</u> in an individual's development is he or she likely to benefit most from an overseas experience. Selecting adolescent participants for programs like those offered

by Youth for Understanding might be based on a "measure of readiness" for an overseas experience rather than personality type suitability. An applicant who might not be ready to go overseas one year might be more "ready" to benefit from the experience several years later. Or the kind of overseas experience one adolescent might benefit from might be too stressful for another, perhaps less mature, individual.

These distinctions may become increasingly important as the level of apparent sophistication (range of experience) of adolescents rises, masking their true levels of interpersonal and intrapersonal maturity.

Summary of Chapter III. Differences between the sample populations and situational variables of the CIDA study and this YFU study required some modifications in the CIDA method and instruments. Further limitations were addressed through the addition of provisional criteria validation and the LSCT as a predictive instrument. The resulting Adapted CIDA Method and Loevinger Sentence Completion Test (ACM/LSCT) was used to identify significant criteria for measuring the relative overseas effectiveness of adolescent participants in a host family, school year, cross-cultural living experience and to identify the personality characteristics (and stages) which are potential or actual predictors of overseas

effectiveness for this adolescent population.

Chapter IV will explain the step by step procedures which constitute the method of research for this study.

C H A P T E R I V

THE METHOD

The purpose of this chapter is to explain the method used in this study to determine (1) What are the significant dimensions of overseas effectiveness for adolescent participants in a cross-cultural, host family, school year exchange program? and (2) What personality characteristics of an adolescent participant in this cross-cultural exchange program can predict that individual's effectiveness overseas? An eighteen month study was designed to answer these questions.

Overview of the Method

1. Eighty high school students from Uruguay, Argentina, Paraguay and Venezuela participating in a one year exchange program in the United States were asked to participate in this study in August 1979.
2. One hundred and twenty-nine high school students from the United States participating in a one year exchange program in Australia were asked to participate in this study in January 1980.
3. Each student completed the Loevinger Sentence Completion Test (LSCT) at the arrival orientation in their host country.
4. Eleven months after arrival in the host country, each

student was asked to complete two questionnaires. The first questionnaire was a self-rating of the student's adjustment and effectiveness in the host country. The second form was a self-rating based on behavioral descriptions of the student's personal characteristics.

5. Each student's host parents and organizational "sponsor" or representative were also asked to complete the questionnaires. The first questionnaire was an observer rating of the student's adjustment and effectiveness overseas and the second questionnaire was an observer rating of behavioral descriptions of the student's personal characteristics.

6. Instructions were given to complete the forms on separate days with the criteria measures completed first in an effort to minimize the contamination of the independent variable responses by the dependent variable responses given the concurrent nature of the research design.

7. All follow-up questionnaires were distributed and collected by mail.

The sample.

Subjects. A total of 209 adolescent age Youth for Understanding students participated in this study. The sample consisted of 80 Uruguayan, Argentinian, Paraguayan

and Venezuelan students who participated in a one-year exchange in the United States. The second group consisted of 129 students from the United States who spent a year in Australia. Both groups included male and female students. See Table 1 for further details. The Latin American students were in the U.S. from August 1979 through July 1980, while the United States students were in Australia from January 1980 through December 1980. The total group of 209 students were treated as a single sample group for the purpose of data analysis. Some differences between the groups were identified and will be explained in Chapter V.

TABLE 1

SAMPLE

Latin American Students in U.S.A.					
Age on Program	14	15	16	17	18
Distribution	4	11	21	33	11 Total 80
Totals	29 Females		15 Males		
U.S.A. Students in Australia					
Age on Program	14	15	16	17	18
Distribution	2	17	54	51	5 Total 129
Totals	85 Females		44 Males		

Observers. At the end of the student's exchange year, each student was asked to complete two self-rated questionnaires as explained earlier. For each student, the host mother, the host father, and the organizational representative (volunteer) responsible for that student were also asked to complete two forms on their student. In families where there was only one parent, a teenage member of the household was asked to give the second family rating on the student. If the organizational representative did not know the student well enough to complete the forms, a counselor or teacher was individually selected to participate in the study. Instructions requested that the questionnaires be completed individually and that answers not be changed if they were discussed with others after completion. Therefore, each student could potentially receive three independent observer ratings in addition to his or her own self-ratings.

Instruments

Dependent variables and measuring instruments. The dependent variables refer to those variables which are designed to measure overseas success or effectiveness, sometimes referred to as criteria. The criteria instruments were designed to measure the degree of adjustment and effectiveness of students during a year long cross-

cultural family living experience. The dependent variables and instruments were adapted from those used in the Canadian International Development Agency's (CIDA) study in 1979. Instruments for the dependent variables were constructed using 5-point Likert-type categorical rating scales. Twenty-six dependent variable items were rated by the students themselves. Sixteen dependent variable items were rated by the three observer raters (host father, host mother, and area representative of YFU). See Table 2.

Self-ratings of personal feelings (Form A, Part I). Subjects rated how they felt about eight areas of their overseas experience (country, self, meeting host people, host family, schoolwork, school environment, language and health) on Kunin face items. The series of 8, 5-point, Kunin face scales were designed to measure affect towards the intercultural experience (see Appendix D). Form A was completed near the end of each student's overseas stay.

Self-ratings of intercultural adjustment, school and family experience (Form A, Part II). Subjects rated themselves in 14 areas related to living overseas, living with a host family and going to school. The first series of 7, 5-point, Likert-type items included: (1) knowledge of local language, (2) non-verbal communications, (3) inter-

TABLE 2

SUMMARY OF INSTRUMENTS

Instrument	Source of Measurement	Variable	Number of Items	Variable Class
LSCT	Self-Report	Ego-stage	36	Independent
Form A	Self-Report			
General Information Part: I		General Information		
II		Personal Feelings	8	Dependent
		Intercultural Adjustment, School and Family Experience	14	Dependent
		Adjustment and Effectiveness	4	Dependent
Form B	Self-Report			
Part: I		Personal Characteristics	41	Independent
II		Personal Expectations	4	Independent
III		Background Characteristics	2	Independent
Form C	1 Observer Ratings			
Part: I		Intercultural Adjustment and Performance in School and Host Family	12	Dependent
II		Adjustment and Effectiveness	4	Dependent
Form D	3 Observer Ratings			
Part: I		Personal Characteristics	12	Independent
II		Background Characteristics	3	Independent

action with host country people, (4) travel in host country, (5) factual knowledge about host country, (6) acceptance of local customs, (7) enjoyable activities. The second series of 7, 5-point, Likert-type items included: (1) extracurricular school activities, (2) commitment to school work, (3) commitment to host family, (4) commitment to activities and people at school, (5) sharing culture in classes, (6) sharing culture in entire school community, (7) sharing culture with host family. These items were originally developed by Tucker and his associates for the 1979 CIDA study as a result of previous overseas adjustment research (1978). These items were revised to include aspects of host family life as well as academic and non-academic school life (see Appendix D).

Self-ratings of adjustment and effectiveness (Form A, Part III). Subjects rated themselves on four, Likert-type items designed to measure overall adjustment to the host country, the host family, and the host school, as well as overall academic effectiveness.

Observer ratings of student intercultural adjustment, and performance in school and host family (Form C, Part I). Observers rated subjects with the use of descriptive statements. The observers rated each subject on the degree to which the statement described the subject's

behavior in relation to intercultural and host family adjustment and performance in school on Likert-type, 5-point scales. The 12 items in Form C were the same items rated by students in Form A, Part II. Only two of the students' fourteen items were not included in the observer's rating form. Form C was completed by host fathers, host mothers and YFU volunteer representatives near the end of the student's intercultural experience.

Observer ratings of adjustment and effectiveness (Form C, Part II). Four Likert-type, 5-point scale items were completed by the observers on the student's relative degree of adjustment to the host country, the host family, the host school as well as to his or her overall academic effectiveness. These items were identical to those rated by the students in Form A.

Independent variables and measuring instruments. The independent variables refer to those variables which are designed to predict overseas success for the subjects in the study, sometimes referred to as the predictor instruments. The independent variables were designed to gather personal information about the subjects which could be later compared with the information gathered about student's effectiveness and adjustment criteria. As with the dependent variables, the majority of the independent variables were adapted from those used in the 1979 CIDA

study. Instruments for the independent variables were each constructed using 5-point, Likert-type categorical rating scales. These independent instruments were completed by the subjects as well as by the host fathers, host mothers and the YFU volunteer representatives.

An additional independent variable was used in this study which had not been previously used during the 1979 CIDA study. The Loevinger Sentence Completion Test (LSCT) was administered to each student before his or her intercultural exchange experience.

Self-ratings of personal characteristics (Form B, Part I). Subjects rated themselves on 41, 5-point, Likert-type items related to self-confidence, initiative, frankness, tolerance, family communication and other personal characteristics. Twenty-four of these items had comprised a set of eight multi-item scales in the 1979 CIDA study (Hawes and Kealey, 1979). These were: (1) Self-confidence/Initiative, (2) Frankness, (3) Family Communication, (4) Cautiousness, (5) Interpersonal Interest, (6) Interpersonal Harmony, (7) Tenacity, (8) Non-ethnocentrism. Because this personal dimensions inventory had been so successful in the CIDA study, it was used in its entirety in this study.

Each characteristic or dimension in the Personal Characteristics section was originally designed to be

measured by at least three items. There were a total of 13 dimensions measured by the 41 items. Details of personal characteristics and items are presented in Table 3. This inventory was completed by students near the end of their overseas experience.

Self-rating of expectations (Form B, Part II). Subjects rated four personal expectations regarding their overseas exchange, as they could recall those expectations before departure from their home countries. These items were completed, though, near the end of the exchange experience.

Self-ratings of background characteristics (Form B, Part III). Two, 5-point, Likert-type items were included in order to measure the student's perception of his or her background for school work in a foreign country and for adjusting to the host family. These items were completed along with the rest of Form B near the end of the exchange experience (see Appendix B).

Loevinger Sentence Completion Test (LSCT, see Appendix A). Male and female subjects completed their versions of this instrument, each of which consisted of 36 sentence items. Each sentence item was completed by the subjects as he or she desired. As the LSCT is a projective test, a major goal of the test is to encourage subjects to write or reveal whatever he or she chooses to.

The potential problem of faking this test was discussed in Chapter III.

TABLE 3

ITEMS AND CHARACTERISTICS CONSTRUCTED FOR THE PERSONAL CHARACTERISTICS SECTION

Characteristic	Items Covering Characteristic					Total Items
Tolerance	14	15	25			3
Initiative	3	20	35			3
Interpersonal Skills	2	21	27	30	33	5
Flexibility	4	11	29			3
Decision Making	5	12	26			3
Confidence	6	18	42			3
Ethnocentrism	7	16	28			3
Empathy	9	22	31			3
Respect	10	24	32			3
Perseverance	8	37	40			3
Social/Political Sensitivity	13	36	38			3
Frankness	17	19	23			3
Family Communication	34	39	41			3
						41

Each subject completed his or her LSCT at arrival orientation before beginning his or her host family living experience. The LSCT was completed in each student's native language (see Appendix A).

Observer ratings of student personal characteristics (Form D, Part I). Observers rated subjects with the use of 12 descriptive statements. The observers rated each subject on the degree to which each statement described the subject's behavior, on 5-point, Likert-type scales. The 12 items were designed to measure personal characteristics of students from the perspectives of host fathers, host mothers and YFU volunteer representatives. Eight of these items had been found to comprise two, multi-item scales in the previous CIDA study: (1) Interpersonal Skills, and (2) Self-Assertion (Hawes and Kealey, 1979). These ratings were completed near the end of the overseas experience (see Appendix C).

Observer ratings of student background characteristics (Form D, Part II). Three, 5-point, Likert-type items were included to obtain observer measurements of student background for schoolwork, adjustment to the school environment, and adjustment to the host family living experience (see Appendix C). These were completed by host fathers, host mothers and YFU volunteer representatives near the end of the student's exchange experience.

Data Collection Procedure

The dependent variables, Form A and C, and the independent variables, Form B and D, were all collected at the same time, using a concurrent research design, near the end of the subject's one year exchange experience. Careful instructions were given to complete the independent and dependent data forms on different days. This technique sought to minimize the influence between the dependent and independent variables.

The LSCT, an independent variable, was administered before the exchange experience began, providing a truly longitudinal design with respect to the LSCT. This instrument was administered to students by trained supervisors during arrival orientation. The Latin Americans completed their LSCT's in August 1979 in Florida. The students from the United States completed their LSCT's in January 1980 in Sydney and Melbourne, Australia.

In May 1980, letters were sent to all Latin American subjects, their host parents and their YFU volunteer representatives in the United States. This May letter reminded students of the study in which they were participating, re-asserted the confidentiality of their answers and alerted them to a questionnaire packet which would be coming within the month. The May letter to the adults introduced the study, asked for their cooperation, assured

the confidentiality of their replies and alerted them to an upcoming questionnaire in connection with the study. In June 1980, second letters giving deadlines, return mail instructions and assuring confidentiality accompanied packets including Form A and B to subjects and Form C and D to observers. Follow up phone calls were made and a second letter to some participants was mailed in mid-July. Though a July deadline was indicated, forms were received until early September 1980.

United States students in Australia received a letter in November 1980 reminding them of their participation in this research project. This letter requested their cooperation, assured them of the confidentiality of their replies and included the follow up questionnaires, Forms A and B. The Australian host parents and volunteer representatives received a similar letter in November 1980 explaining the research project, assuring confidentiality and asking for their cooperation. Their questionnaires, Forms C and D, were included with this letter. The subjects and observers were asked to return the forms to an Australian representative. Though a December 1980 deadline was given, replies were received until February 1981.

The LSCT was administered in the native language of each student and the replies of the Latin American students

were translated into English. Two translators, the first bilingual translator (native language Spanish) and the second bilingual translator (native language English), worked separately on the student's completed Loevinger sentences. Discrepancies in wording were negotiated between the translators to form the final English version. The original wording of the LSCT sentence stems had been determined by this same dual translation method.

All LSCT English version forms were then scored by trained LSCT scorers. An expert Loevinger rater, Dr. Laura Bonneville, oversaw the entire project and negotiated individual item scores with the raters when discrepancies or difficulties arose. This procedure provided accuracy and reliability in the coding process.

The Loevinger sentence coding system requires that individual codes be assigned to each sentence before a total protocol rating (TPR) is finally computed. The total rating is then computed once automatically by using standard rules and then again intuitively from the raters' experience. If discrepancies exist, the final rating or score is decided after further analysis. This standardized rating method yielded one single score for each student on the study.

A second alternative scoring method was also used whereby individual sentence scores on the lower end of

the Loevinger scale were totalled for each student. It was hypothesized that the greater the number of individual sentence scores of I-2, Δ/3 and Δ, the "less successful" a subject would be during his or her exchange experience.

Hypotheses

The hypotheses in this study are derived from the four basic questions stated in Chapter I. To review, these questions are:

I. What useful method can be found or developed to measure overseas effectiveness and personality characteristics and to measure the relationships between the two for adolescents on a one-year exchange program?

II. What are the significant dimensions of overseas effectiveness for adolescent participants in a cross-cultural, host family, school year exchange program?

III. What personality characteristics of an adolescent participant in this cross-cultural exchange program can predict that individual's effectiveness overseas?

IV. What will be the differences and similarities between the findings of this study on overseas

effectiveness and personality characteristics and the findings for another subject population?

Each hypothesis or set of hypotheses corresponds to the above question with the same number.

Hypothesis I. The Adapted CIDA Method, with the addition of the LSCT as a predictive instrument, will be an adequate method of defining overseas effectiveness and identifying those personal characteristics which predict overseas effectiveness for adolescent participants in a cross-cultural, host family, school year exchange program.

Hypothesis II. There will be four significant dimensions of overseas effectiveness for a cross-cultural, host family, school year exchange program: (1) Adjustment to Host Country, (2) Adjustment to Host Family, (3) Academic Effectiveness and (4) Adjustment to Non-Academic School Setting.

Hypothesis IIIa. The following self-rated independent variable scales will be significantly correlated with the dependent variable scales which comprise the dimensions of overseas effectiveness: (1) Self-Confidence/Initiative, (2) Frankness, (3) Natural Family Communication, (4) Cautiousness, (5) Interpersonal Harmony, (6) Tenacity, (7) Non-Ethnocentrism.

Hypothesis IIIb. Levels of ego development as measured by the Loevinger Sentence Completion Test will be significantly correlated with the dependent variable scales which comprise the dimensions of overseas effectiveness.

Hypothesis IIIc. The following observer-rated independent variable scales will be significantly correlated with the dependent variable scales which comprise overseas effectiveness: (1) Interpersonal Skills and (2) Self-Assertion.

Hypothesis IV. There will be no significant differences between the findings of the CIDA study and the findings of the YFU study.

Summary of Chapter IV. In this chapter, the author presented the instruments and data-collection procedures for this study. The 209 students participating in Youth for Understanding exchange programs completed questionnaires about their personal characteristics and about their stay in a host country. Host parents and YFU area representatives completed questionnaires about these students' personal characteristics and about the nature of each student's stay in the host country.

All of the students also completed the Loevinger Sentence Completion Test. The responses on the LSCT and the responses on the personal characteristics questionnaires (both self and observer-rated) were treated as

independent variables. The responses to questionnaires (both self and observer-rated) on the nature of the students' overseas experience were treated as dependent variables.

The Likert-type items on the independent variables were based on Hawes and Kealey's 1979 CIDA Study instruments and measured such individual characteristics as tolerance, empathy, frankness and ethnocentrism.

The dependent variables were also measured with Likert-type items in the areas of host family adjustment, host country adjustment, host school adjustment, and academic effectiveness.

The LSCT data was collected by trained test administrators on the students' arrival in the host country. All other data was collected by mail at the end of the overseas experience.

The research design was, therefore, predictive in the case of the LSCT and concurrent in the case of the remaining independent variables. Six hypotheses were made; one regarding the dependent variables, three regarding independent variables and two regarding the relationship between the YFU study and the CIDA study.

The data analyses are reported in Chapter V. The results of the analyses in relation to each hypothesis are found in Chapter VI.

C H A P T E R V

DATA ANALYSES

The analyses of the collected data and the reporting of the results are combined in this chapter in an effort to give the reader a complete and clear understanding of the relationship of the data analysis methods and the validity of the results. The conclusions that the author draws from these results and their implications for the purposes of this study will be presented in Chapter VI.

Chapter V is organized into three sections. The first section covers the data analyses of the dependent variables. The second section covers the data analyses of the independent variables, and the third section covers the analyses of the relationship between the dependent and independent variables.

Dependent Variable Data Analyses

Item statistics. The eight Kunin items (1 through 8) and the 18 Likert-type items (9 through 26) which comprise Student Form A are the self-rated dependent variables. The item by item means and standard deviation statistics are presented in Table 4. The eight Kunin items measuring affect or feelings show notable skewness toward the positive end of the 5-face scale. The lowest mean, for the eight items SA 5, (Student Form A, item 5) measures affect

toward school work. The remaining 18 Likert-type items also show skewness toward the positive end of the scale (1 is the positive end and 5 is the negative end of the scale in these items).

TABLE 4

ITEM STATISTICS FOR SELF-RATED DEPENDENT VARIABLES (STUDENT FORM A)

Item	Response Frequency 1	2	3	4	5	N	$\bar{x}$	S.D.
SA 1	0	3	11	45	101	160	4.525	0.709
SA 2	0	5	20	69	66	160	4.225	0.785
SA 3	0	2	14	39	105	160	4.544	0.708
SA 4	1	6	30	40	83	160	4.237	0.928
SA 5	12	17	46	45	40	160	3.525	1.192
SA 6	6	11	21	56	64	158	4.019	1.079
SA 7	1	0	5	41	112	159	4.654	0.606
SA 8	3	8	15	44	89	159	4.308	0.968
SA 9	43	81	29	7	0	160	2.000	0.793
SA10	38	75	32	13	2	160	2.162	0.924
SA11	78	48	23	9	1	159	1.786	0.937
SA12	81	55	18	5	1	160	1.688	0.841
SA13	21	82	45	12	0	160	2.300	0.791
SA14	79	51	23	6	0	159	1.723	0.849
SA15	46	65	34	10	3	158	2.108	0.962
SA16	27	40	39	27	25	158	2.892	1.319

TABLE 4 (continued)

Item	1	2	3	4	5	N	$\bar{x}$	S.D.
SA17	22	49	41	36	10	158	2.766	1.141
SA18	56	51	33	16	2	158	2.095	1.039
SA19	30	56	40	23	10	159	2.541	1.140
SA20	52	56	31	18	2	159	2.132	1.038
SA21	45	51	37	17	9	159	2.333	1.162
SA22	73	48	27	8	3	159	1.868	0.994
SA23	77	57	21	2	2	159	1.711	0.837
SA24	68	48	29	13	1	159	1.937	0.998
SA25	37	46	59	14	2	158	2.354	0.978
SA26	55	50	39	13	2	159	2.101	1.014

The item by item means and standard deviation statistics for observer rated dependent variables appear in Tables 5, 6, and 7. Observer Form C data was analyzed in three observer categories: (1) Host Father, (2) Host Mother, and (3) Area Representative of YFU. The individual items (16 Likert-type) are abbreviated HFC, HMC, and ARC respectively. The observer ratings show satisfactory distributions with some skewness toward the positive end of the scale.

TABLE 5

ITEM STATISTICS FOR HOST FATHER-RATED DEPENDENT VARIABLES (OBSERVER FORM C)

Item	Response Frequency 1	2	3	4	5	N	$\bar{x}$	S.D.
HFC 1	31	62	40	8	4	145	2.255	0.949
HFC 2	8	37	40	43	13	141	3.113	1.076
HFC 3	21	39	35	32	18	145	2.910	1.252
HFC 4	20	43	31	28	23	145	2.938	1.298
HFC 5	4	19	53	36	24	146	3.322	1.057
HFC 6	27	51	36	18	14	146	2.596	1.201
HFC 7	18	40	40	32	16	146	2.918	1.195
HFC 8	22	35	37	29	22	145	2.959	1.290
HFC 9	7	34	34	45	24	144	3.313	1.149
HFC10	25	40	32	32	16	145	2.821	1.267
HFC11	14	36	36	40	18	144	3.083	1.191
HFC12	20	39	38	32	17	146	2.911	1.226
HFC13	50	38	32	11	6	137	2.161	1.139
HFC14	51	30	37	13	6	137	2.219	1.174
HFC15	25	42	42	15	12	136	2.610	1.169
HFC16	20	41	39	29	6	135	2.704	1.100

TABLE 6

ITEM STATISTICS FOR HOST MOTHER-RATED DEPENDENT VARIABLES (OBSERVER FORM C)

Item	Frequency Response 1	2	3	4	5	N	$\bar{x}$	S.D.
HMC 1	35	51	41	14	4	145	2.317	1.032
HMC 2	18	39	36	32	16	141	2.922	1.213
HMC 3	19	48	34	30	14	145	2.807	1.192
HMC 4	20	45	29	35	16	145	2.876	1.241
HMC 5	6	26	52	43	19	146	3.295	1.038
HMC 6	33	42	26	36	8	145	2.614	1.237
HMC 7	16	45	42	23	20	146	2.904	1.205
HMC 8	17	39	28	39	22	145	3.069	1.273
HMC 9	5	40	32	36	32	145	3.345	1.198
HMC10	28	45	29	28	16	146	2.719	1.280
HMC11	8	45	43	32	15	143	3.007	1.091
HMC12	15	53	36	30	12	146	2.801	1.130
HMC13	64	23	33	9	8	137	2.080	1.225
HMC14	62	25	34	7	8	136	2.074	1.203
HMC15	26	46	35	18	8	133	2.519	1.132
HMC16	26	33	45	20	10	134	2.664	1.169

TABLE 7

ITEM STATISTICS FOR AREA REPRESENTATIVE-RATED DEPENDENT VARIABLES (OBSERVER FORM C)

Item	Response Frequency 1	2	3	4	5	N	$\bar{x}$	S.D.
ARC 1	31	51	31	13	1	127	1.118	0.961
ARC 2	16	49	36	21	8	130	2.662	1.082
ARC 3	19	51	33	21	10	134	2.642	1.133
ARC 4	23	33	44	17	15	132	2.758	1.218
ARC 5	8	23	48	36	13	128	3.180	1.046
ARC 6	27	47	36	20	3	133	2.436	1.047
ARC 7	19	51	36	20	7	133	2.586	1.074
ARC 8	19	40	44	19	11	133	2.722	1.131
ARC 9	16	34	44	27	9	130	2.838	1.105
ARC10	26	42	40	15	9	132	2.538	1.135
ARC11	20	31	42	26	11	130	2.823	1.171
ARC12	23	37	34	25	10	129	2.705	1.195
ARC13	38	41	29	11	9	128	2.313	1.189
ARC14	45	29	37	10	10	131	2.321	1.236
ARC15	18	37	49	11	5	120	2.567	0.994
ARC16	14	48	40	12	6	120	2.567	0.994

Factor analysis. The dependent variable items were factor analyzed in four separate groups: (1) self, (2) host father, (3) host mother, and (4) area representative to identify meaningful item groupings which could serve as simplified scales. The analysis of the self-rated dependent variables appears in Table 8. The three factor results were not particularly useful. Factor 1, which was made up of the eight Kunin items, accounts for most of the variance and appears to represent a method bias. Factor 2 relates to host school and Factor 3 to host family. Neither of these factors, though, accounts for much of the total variance.

TABLE 8

FACTOR ANALYSIS OF STUDENT FORM A ITEMS

Factor	Eigenvalue	Percent Total Variance
1	16.95	65.2
2	1.89	7.3
3	1.13	4.4

Factor 1: Items SA1, SA2, SA3, SA4, SA5, SA6, SA7, SA8

Factor 2: Items SA12, SA13, SA15, SA16, SA17, SA19, SA20, SA21, SA25, SA26

Factor 3: Items SA9, SA10, SA11, SA14, SA18, SA22, SA23, SA24

A second factor analysis of the Form A dependent variables without the eight Kunin items resulted in a two factor solution with virtually all variance accounted for in the first factor. See Table 9. No items clearly loaded on the second factor. This approach to factor analysis also failed to yield a simple scale for the self-rated dependent variables in Form A.

TABLE 9

FACTOR ANALYSIS OF STUDENT FORM A NON-KUNIN ITEMS

Factor	Eigenvalue	Percent Total Variance
1	11.60	64.4
2	1.02	5.7

Factor 1: All items.

Factor 2: None clearly load.

Dependent variables for each of the observer-rated item categories (HFC, HMC, and ARC) were factor analyzed using the same procedure as for the self-rated items. In each case, the result was a one factor solution accounting for more than 80 per cent of the total variance. See Table 10. Apparently, raters did not discriminate among items, but rated all items for a student either generally high, generally medium, or

generally low. This "halo effect" is evident in the observer's ratings.

TABLE 10

FACTOR ANALYSES OF FORM C

Rater	Eigenvalue	Percent of Total Variance
Host Father	9.78	81.5
Host Mother	9.90	82.5
Representative	9.98	83.2

Factor analysis did not provide useful multi-item scales for the dependent variable data. Possible explanations include insufficient sample size, method bias, and halo effect. Since multi-item scales could not be derived from factor analysis, scales were constructed based on previous research by Hawes and Kealey (CIDA, 1979) who used similar instruments. The original hypothesized scales at the time of instrument construction were compared with the 1979 CIDA factored scales and scales were constructed for the YFU study relying on the CIDA results or original scale hypotheses, depending on the individual items being considered.

Construction of scales. The self-rated dependent variables in Form A were grouped into 11 scales. Internal

reliability for each scale of three or more items was calculated using the Cronbach Alpha statistic. The scales and their constituent items appear with relevant statistics in Table 11.

An alpha of .59 or higher is considered adequate for internal reliability. This means self-rated scales 1, 2, 8, and 10 qualify as adequately reliable multi-item scales. The number of students (N) for each scale varies widely. Since the total possible number is 209, there appears to be a serious problem with missing data on some items. In Scale 11, 64 percent chose not to rate themselves on academic effectiveness.

The observer-rated dependent variables also required scale contruction without the benefit of factor analysis. Observer-rated items were grouped into seven scales which were parallel to self-rated scales. There were a total, then, of twenty-one scales, seven for each class of observers. These are abbreviated FCSC (host father), MCSC (host mother), and RCSC (area representative). The alpha reliabilities for these scales are presented in Table 12.

TABLE 11

Constructed Scales for Self-Rated Dependent Variables - Form A

	Scale Name	Items	N	$\bar{x}$	S.D.	Alpha
SASC 1	Overall Affect (Kunin faces rating feelings about...)	SA1-Living in this country SA2-Yourself, as you live and go to school in the country. SA3-Getting to know host country people. SA4-Your host family SA5-Your school work SA6-School outside of classes. SA7-Speaking another language. SA8-Your health in this country.	160	13.9	4.0	.68
SASC 2	Affect Toward Host Country	SA1, SA3, SA4, SA7 (see items in SASC 1 above)	160	6.0	2.0	.59
SASC 3	Affect Toward Self and Health	SA2, SA8 (see items in SASC 1 above)	122	3.9	1.1	--
SASC 4	Affect Toward Host School	SA5, SA6 (see items in SASC 1 above)	139	4.8	1.6	--
SASC 5	Communication	SA9-To what extent do you speak and understand the common working language of this country? SA10-To what extent do you demonstrate the ability to communicate with host country individuals through methods other than the spoken word?	143	4.4	1.2	--
SASC 6	Interaction/ Activities	SA11-To what extent do you interact with host country people and have host country individuals as friends? SA15-To what extent do you engage in a variety of enjoyable activities here? SA16-To what extent do you participate in non-classroom activities in school?	158	6.8	2.5	.43
SASC 7	Host Country Interest	SA12-To what extent are you interested in this country and take the initiative to get out and see as much of it as possible? SA13-To what extent do you know certain facts about this country (history, geography, politics, etc.)	145	4.2	1.2	--

TABLE 11
(continued)

	Scale Name	Items	N	$\bar{x}$	S.D.	Alpha
SASC 8	Commitment to Host School	SA17-To what extent do you feel personally committed to your school work? SA19-To what extent do you feel personally committed to your school (interested in people and activities at school)? SA20-To what extent do you particularly care about sharing your own country and culture in your school classes? SA21-To what extent do you particularly care about sharing your own country and culture with your whole school (friends, teachers, people you don't know)?	158	10.0	3.4	.76
SASC 9	Commitment to Host Family	SA18-To what extent do you feel personally committed to your host family? SA22-To what extent do you particularly care about sharing your own country and culture with your host family?	116	4.7	1.5	--
SASC10	Overall Adjustment	SA23-Compared to other exchange students in country whom you have known, how well have you adjusted or adapted to living here? SA24-Compared to other exchange students in this country whom you have known, how well have you adjusted or adapted to your host family? SA26-Compared to other exchange students whom you have known well, how well have you adjusted or adapted to your school setting outside academics?	159	5.7	2.2	.67
SASC11	Academic Effectiveness	SA25-Compared to other exchange students whom you have known, how successful are you with your school work?	75	3.2	.5	--

TABLE 12

Constructed Scales for Observer-Rated Dependent Variables - Form C

	Scale Name	Items	Alpha
FCSC 1	Communication	HFC27-This person demonstrates the ability to speak and understand the common working language of this country. HFC28-This person demonstrates the ability to communicate with host country individuals through methods other than the spoken word. (Note: Non-verbal communication includes skills such as use of host country gestures, appropriate eye contact, appropriate interpersonal space, etc.)	--
FCSC 2	Interaction/ Activities	HFC29-This person interacts with host country people, and has host country individuals as friends. HFC33-This individual engages in a variety of enjoyable activities here. HFC35-This individual demonstrates commitment or investment in his/her school experience outside of school work. This person shows a continuing interest and involvement in his/her non-academic school experience.	.83
FCSC 3	Host Country Interest	HFC30-This person is interested in this country and takes the initiative to get out and see it as much as possible. HFC31-This person demonstrates knowledge of a factual nature regarding this country - including knowledge of history, geography, politics, religion, current events, etc.	--
FCSC 4	Commitment to Host School	HFC34-This individual demonstrates personal commitment or investment in his/her school work. This person shows a continuing interest and involvement in his/her school work. HFC37-This person is particularly interested in sharing his/her country and culture with people in his/her school.	--
FCSC 5	Commitment to Host Family	HFC36-This individual demonstrates commitment or investment in his/her host family. This person shows a continuing interest and involvement with his/her host family. HFC38-This person is particularly interested in sharing his/her culture with his/her host family.	--
FCSC 6	Overall Adjustment	HFC39-Compared to other exchange students in this country whom you have known, how well has this person adjusted or adapted to living here? HFC40-Compared to other exchange students living in this country whom you have known, how well has this person adjusted or adapted to his/her host family? HFC42-Compared to other exchange students whom you have known, how well has this person adjusted or adapted to his/her school environment outside of academics?	.86

TABLE 12
(continued)

	Scale Name	Items	Alpha
FCSC 7	Academic Effectiveness	HFC41-Compared to other exchange students whom you have known, how effective is this person at performing his/her school work?	--
MCSC 1	Communication	HMC27,28-(See items in FCSC 1 above)	--
MCSC 2	Interaction/ Activities	HMC29,33,35-(See items in FCSC 2 above)	.87
MCSC 3	Host Country Interest	HMC30,31-(See items in FCSC 3 above)	--
MCSC 4	Commitment to Host School	HMC34,37-(See items in FCSC 4 above)	--
MCSC 5	Commitment to Host Family	HMC36,38-(See items in FCSC 5 above)	--
MCSC 6	Overall Adjustment	HMC39,40,42-(See items in FCSC 6 above)	.86
MCSC 7	Academic Effectiveness	HMC41-(See items in FCSC 7 above)	--
RCSC 1	Communication	RC27,28-(See items in FCSC 1 above)	--
RCSC 2	Interaction/ Activities	RC29,33,35-(See items in FCSC 2 above)	.87
RCSC 3	Host Country Interest	RC30,31-(See items in FCSC 3 above)	--
RCSC 4	Commitment to Host School	RC34,37-(See items in FCSC 4 above)	--
RCSC 5	Commitment to Host Family	RC36,38-(See items in FCSC 5 above)	--
RCSC 6	Overall Adjustment	RC39,40,42-(See items in FCSC 6 above)	.90
RCSC 7	Academic Effectiveness	RC41-(See items in FCSC 7 above)	--

			N	$\bar{x}$	S.D.	Alpha
FC	Host Father Criteria	All HFC items	147	41.2	12.9	.94
MC	Host Mother Criteria	All HMC items	146	40.3	13.1	.94
RC	Area Representative Criteria	All RC items	134	37.8	12.8	.95

The only scales with three items or more, Scales 2 and 6 for each observer class, had high reliabilities of .83 and .90. In Table 13, the scales in Table 12 are collapsed into three scales representing all Form C items, rating by host fathers (FC), host mothers (MC), and area representatives (RC). All of these scales form single factors with reliabilities above .90.

TABLE 13

OBSERVER-RATED COLLAPSED DEPENDENT SCALES (FORM C)

FC Host Father Criteria	All HFC items	147	41.2	12.9	.94
MC Host Mother Criteria	All HMC items	146	40.3	13.1	.94
RC Area Representative Criteria	All RC items	134	37.8	12.8	.95

Intercorrelations among dependent variable scales. Table 14 is a matrix of intercorrelations among all dependent variable scales calculated with the Pearson correlation coefficient (r). As the attempts to factor analyze the data indicated, there are significant correlations among many of the self-rated scales. The overall affect measure, SASC 1 and the affect toward host country measure SASC 2 show strong correlations with all other dependent variable scales.

TABLE 14

CORRELATION MATRIX FOR DEPENDENT SCALES

	SASC 1	SASC 2	SASC 3	SASC 4	SASC 5	SASC 6	SASC 7	SASC 8	SASC 9	SASC 10	SASC 11	FC	MC	RC
SASC 1	-													
SASC 2	81*	-												
SASC 3	75*	44*	-											
SASC 4	78*	37*	46*	-										
SASC 5	24*	19*	23*	16*	-									
SASC 6	52*	34*	38*	50*	32*	-								
SASC 7	33*	26*	16*	34*	30*	41*	-							
SASC 8	43*	16*	36*	51*	20*	40*	37*	-						
SASC 9	40*	51*	17*	20*	18*	24*	31*	30*	-					
SASC 10	53*	56*	32*	33*	35*	46*	40*	30*	45*	-				
SASC 11	31*	14*	13	44*	03	25*	34*	47*	07	22*	-			
FC	28*	33*	15*	12	12	27*	02	06	32*	40*	13	-		
MC	21*	26*	10	09	06	21*	15*	02	31*	41*	06	74*	-	
RC	33*	37*	20*	17*	10	25*	17*	10	11	38*	18*	42*	42*	-

Note: All values are expressed in hundreths (04=.04, 29=.29, etc.)
An asterisk (*) indicates a significant correlation at p=.05 or better.

Inter-rater reliability of dependent scales. Dependent variables were rated by the subjects themselves and three observers. Correlations among these ratings indicate the reliability of the ratings to the degree that independent raters produce similar ratings. The inter-rater reliability correlations are presented in Table 15. They are actually a sub-set of the Pearson coefficients from Table 14. Correlations among all ratings in Table 15 are significant at $p = .01$ or better. Most notable, however, is that the self-rated measure of overall adjustment is highly correlated with observer ratings of adjustment (A) and effectiveness (E).

TABLE 15

INTER-RATER RELIABILITY ON DEPENDENT VARIABLES

	Overall Affect SASC 1	Overall Adjustment SASC 10	Adjustment and Effectiveness FC	MC
Overall Affect SASC 1	--			
Overall Adjustment SASC 10	P = .00 R = .53	--		
A and E FC	P = .00 R = .28	.00 .40	--	
A and E MC	P = .01 R = .21	.00 .41	.00 .74	--
A and E RC	P = .00 R = .33	.00 .38	.00 .42	.00 .42

Split group analysis. The provisional failure group (students who terminated early or switched permanent host families more than twice) were compared with the success students (remainder of the students) to determine if the dependent scales could distinguish between the two groups. A Pooled-Variance Estimate was used because the F for significance of differences in variance of 2 groups were non-significant in all cases. A two-tailed T test was computed. Five of the dependent scales succeeded in significantly differentiating between the two groups. These are presented in Table 16.

TABLE 16

COMPARISONS OF SUCCESSFUL AND NON-SUCCESSFUL STUDENTS ON CRITERIA SCALES

Scale	Mean (Success)	Mean (Failure)	t	P-value
Communication SASC 5	4.11	5.00	-2.0	.047
Interaction/ Activities SASC 6	6.61	8.40	-2.19	.030
Academic Effectiveness SASC 11	2.31	3.11	-2.43	.016
Host Mother Criteria	39.61	48.81	-2.27	.025
Area Rep. Criteria	36.58	48.50	-3.42	.001

Independent Variable Data Analyses

Self-rated independent variable analysis.

Item statistics. The 47 Likert-type items from Student Form B were designed to measure personal characteristics and expectations. The item by item means and standard deviations are presented in Table 17.

TABLE 17

ITEM STATISTICS FOR SELF-RATED INDEPENDENT VARIABLES (STUDENT FORM B)

Item	1	2	3	4	5	N	$\bar{x}$	S.D.
SB 1	80	72	6	1	0	159	1.547	0.603
SB 2	25	86	33	13	2	159	2.252	0.864
SB 3	44	91	20	3	1	159	1.906	0.727
SB 4	59	79	17	3	0	158	1.772	0.713
SB 5	51	69	31	5	2	158	1.975	0.874
SB 6	29	52	36	36	5	158	2.595	1.123
SB 7	12	61	25	49	10	157	2.898	1.122
SB 8	8	24	57	55	12	156	3.250	0.981
SB 9	38	78	27	10	2	155	2.097	0.888
SB10	6	27	39	48	34	154	3.500	1.133
SB11	28	83	23	21	2	157	2.274	0.951
SB12	96	50	7	4	0	157	1.484	0.704
SB13	41	67	16	30	3	157	2.280	1.108
SB14	35	68	22	25	7	157	2.369	1.128
SB15	12	18	33	62	32	157	3.535	1.163
SB16	30	67	35	24	1	157	2.357	0.981
SB17	14	31	29	54	28	156	3.327	1.235
SB18	17	40	32	61	7	157	3.006	1.124

TABLE 17 (continued)

Item	1	2	3	4	5	N	$\bar{x}$	S.D.
SB19	10	34	41	62	10	157	3.178	1.047
SB20	50	86	14	7	0	157	1.860	0.755
SB21	41	77	22	14	1	155	2.077	0.908
SB22	25	34	39	47	12	157	2.917	1.209
SB23	29	89	26	9	2	155	2.135	0.830
SB24	17	80	28	29	4	158	2.513	0.995
SB25	20	43	25	65	5	158	2.949	1.150
SB26	23	55	40	32	8	158	2.665	1.109
SB27	2	2	5	48	101	158	4.544	0.737
SB28	1	11	14	59	73	158	4.215	0.919
SB29	27	70	38	20	2	157	2.363	0.955
SB30	35	83	27	11	2	158	2.127	0.880
SB31	13	41	34	59	10	157	3.076	1.107
SB32	4	20	27	75	32	158	3.703	1.013
SB33	67	36	22	27	5	157	2.153	1.236
SB34	3	44	22	71	18	158	3.361	1.066
SB35	5	7	16	74	56	158	4.070	0.958
SB36	2	28	26	75	27	158	3.614	1.008
SB37	84	66	5	2	1	158	1.544	0.683
SB38	6	17	18	49	68	158	3.987	1.151
SB39	41	62	28	24	3	158	2.278	1.070
SB40	69	66	11	9	3	158	1.804	0.934
SB41	64	74	15	5	0	158	1.753	0.754
SB42	105	39	12	2	0	158	1.437	0.691
SB43	34	64	28	26	5	157	2.389	1.096
SB44	6	30	24	66	32	158	3.557	1.126
SB45	35	62	28	26	7	158	2.418	1.136
SB46	25	53	41	23	9	151	2.589	1.115
SB47	26	48	41	22	15	152	2.684	1.204

Item statistics for self-rated independent variables indicate satisfactory distributions with only 13 of the 47 items having means below 2 or above 4 on the 5-point scale. The standard deviations indicate a satisfactory distribution in most items.

Factor analysis. Factor analysis of self-rated independent variable items ran into problems similar to the dependent variable factor analysis. Although a three-factor solution was determined (See Table 18), the first factor accounted for 63.8 percent of the variance which made the remaining two factors insignificant. Again, these factors are likely to represent a method bias and, at any rate, do not provide the kind of scales that are useful in identifying which characteristics and expectations predict what dimensions of overseas effectiveness.

Construction of scales. Since statistical techniques did not yield the multi-item scales which are necessary to evaluate the predictive validity of specific individual characteristics, the author again resorted to a rational approach of scale construction based on the previously validated scales of Hawes and Kealey (1979) whose data collection instruments were very similar. The means, standard deviations, and Alpha reliability coefficients for the 14 constructed scales are

presented in Table 19.

TABLE 18

FACTOR ANALYSIS OF SELF-RATED INDEPENDENT VARIABLES (STUDENT FORM B)

Factor	Eigenvalue	Percent Total Variance
1	26.17	63.8
2	1.86	4.5
3	1.11	2.7

Factor 1: Items SB6, SB7, SB8, SB10, SB13, SB15, SB17, SB19, SB22, SB24, SB25, SB27, SB28, SB31, SB32, SB34, SB35, SB36, SB38

Factor 2: Items SB1, SB2, SB3, SB4, SB5, SB9, SB11, SB12, SB20, SB21, SB23, SB29, SB30, SB37, SB39, SB41

Factor 3: Items SB26, SB33, SB40

Scales 1 and 2 approach the .60 reliability mark for Alpha statistics. The most reliable multi-item scale is SBSC3, Natural Family Communication. This does not mean that other scales are necessarily unreliable. Alpha statistic reliability can only be calculated for scales of 3 or more items.

As in the case of dependent variables, there is a great deal of missing data, notably on scales 9 through 14. This may be attributed to the content of these

TABLE 19

Constructed Scales for Self-Rated Independent Variables - Form B

	Scale Name	Items	N	$\bar{x}$	S.D.	Alpha
SBSC 1	Self Confidence/ Initiative	SB2- In a new situation, I am one or the first to act or make suggestions. SB4- In decision making, I look at all the factors involved. SB17-I often lack confidence. SB19-Given a choice, I prefer to let others take the initiative. SB29-People often come to me with their problems. SB41-Generally, I feel confident about my judgment.	156	13.6	3.1	.54
SBSC 2	Frankness	SB16-When people express beliefs which seem wrong to me, I usually tell them what I think rather than remaining silent. SB18-Around others, I never hesitate to say what I think. SB22-When I have to choose between being tactful and being frank, I prefer to be frank.	157	8.3	2.4	.51
SBSC 3	Natural Family Communication	SB33-Compared to others, I am particularly close to (members in) my natural family. SB38-Communication with members of my natural family is becoming more difficult. SB40-Generally speaking, my natural family and I understand each other.	157	6.0	2.5	.62
SBSC 4	Cautiousness	SB8- I prefer talking to listening. SB11-When making a choice, I prefer to go about it cautiously rather than taking unnecessary risks. SB12-Because of different cultural habits, one needs to be observant.	156	8.0	1.5	-.18
SBSC 5	Interpersonal Interest	SB9- I always make an effort to let others know that I am interested in them. SB23-I always try to acknowledge and compliment others.	134	4.5	1.3	--
SBSC 6	Interpersonal Harmony	SB31-To be honest, there are a lot of people I know that I don't respect a great deal. SB32-For various reasons, I often find myself in conflict with others.	151	5.4	1.8	--

TABLE 19
(continued)

	Scale Name	Items	N	$\bar{x}$	S.D.	Alpha
SBSC 7	Tenacity	SB7- When a task gets overly frustrating, I prefer to move on to other activities rather than continue at the task. SB39-When I start something, I like to finish it before moving on to something else.	149	5.6	1.6	--
SBSC 8	Non-ethnocentrism	SB15-In a foreign country, I should still be able to live like I do in my country. SB28-Too many new ideas only interfere with what you already know. SB37-When living in a foreign country, it is important to be aware of local cultural values.	157	5.8	1.8	.34
SBSC 9	Expecting a Rewarding Experience	SB42-As best as I can recall, before departure, I expected my overseas exchange to be a rewarding experience.	14	3.1	.4	--
SBSC10	Confidence in Preparation	SB43-Before departure, I felt confident I could prepare myself for my exchange experience in very little time.	59	3.6	.6	--
SBSC11	Concerned about Living in Another Country	SB44-Before departure, I was concerned I would have trouble living in another country.	60	3.7	.7	--
SBSC12	Never Doubted Would do Well	SB45-Before departure from home, I never doubted I would do well in my overseas exchange experience.	61	3.7	.7	--
SBSC13	Background for Host School Work	SB46-To what extent do you have the background for the school work you are doing now?	73	3.6	.7	--
SBSC14	Background for Adjustment to host Family	SB47-To what extent do you have the background for adjusting to your host family?	78	3.7	.8	--

scales. They measure expectations. In this case, they measure what subjects remember about what their anticipations were about the experience before they arrived. Apparently, after a year had gone by, several students found it difficult to remember what they thought before the experience.

Observer-rated independent variable analysis.

Item statistics. The data on independent variables were collected from the responses to 15 Likert-type items on Observer Form D, measuring observer-ratings of subjects' personal characteristics and background for the experience. The data are by observer category: (1) Host Father, (2) Host Mother, and (3) Area Representative. The individual items from Form D are abbreviated for each observer category (1) HFFD, (2) HMFD, and (3) ARD respectively. The collapsed multi-item forms are abbreviated (1) FD, (2) MD, and (3) RD. Tables 20, 21, and 22 show the mean and standard deviations for the 45 observer-rated independent variable items. Only a few items are noticeably skewed in the three tables with the majority indicating adequate distributions.

TABLE 20

HOST FATHER-RATED INDEPENDENT VARIABLE STATISTICS
(FORM D)

Item	Response Frequency 1	2	3	4	5	N	$\bar{x}$	S.D.
HFFD 1	14	41	38	38	15	146	2.993	1.160
HFFD 2	10	29	27	45	35	146	3.452	1.243
HFFD 3	12	36	27	38	34	147	3.313	1.292
HFFD 4	12	35	41	34	25	147	3.170	1.207
HFFD 5	12	27	43	50	13	145	3.172	1.095
HFFD 6	24	51	38	24	10	147	2.626	1.142
HFFD 7	12	35	33	47	20	147	3.190	1.184
HFFD 8	10	43	28	41	25	147	3.190	1.224
HFFD 9	16	33	40	41	17	147	3.068	1.186
HFFD10	9	33	38	49	18	147	3.231	1.117
HFFD11	11	26	36	40	34	147	3.408	1.232
HFFD12	32	46	36	25	6	145	2.497	1.137
HFFD13	26	50	38	23	9	146	2.582	1.137
HFFD14	22	45	40	31	8	146	2.712	1.126
HFFD15	28	49	29	25	16	147	2.673	1.267

TABLE 21

HOST MOTHER-RATED INDEPENDENT VARIABLE STATISTICS
(FORM D)

Item	Response Frequency 1	2	3	4	5	N	$\bar{x}$	S.D.
HMFD 1	12	41	40	37	14	144	3.000	1.128
HMFD 2	4	35	33	37	36	145	3.455	1.184
HMFD 3	10	39	34	31	32	146	3.247	1.257
HMFD 4	17	36	31	38	24	146	3.110	1.276
HMFD 5	13	34	35	43	20	145	3.159	1.194
HMFD 6	28	43	46	18	11	146	2.596	1.154
HMFD 7	15	40	33	35	23	146	3.075	1.249
HMFD 8	17	33	39	31	26	146	3.110	1.271
HMFD 9	19	38	24	43	21	145	3.062	1.292
HMFD10	11	34	39	46	16	146	3.151	1.129
HMFD11	7	26	24	41	47	145	3.655	1.238
HMFD12	45	44	27	21	8	145	2.331	1.214
HMFD13	30	43	35	24	13	145	2.634	1.235
HMFD14	25	42	31	34	13	145	2.779	1.239
HMFD15	38	41	25	25	17	146	2.603	1.347

TABLE 22

AREA REPRESENTATIVE-RATED INDEPENDENT VARIABLE STATISTICS (FORM D)

Item	Response Frequency 1	2	3	4	5	N	$\bar{x}$	S.D.
ARD 1	11	36	42	30	8	127	2.906	1.057
ARD 2	5	26	33	47	20	131	3.389	1.085
ARD 3	10	33	31	39	19	132	3.182	1.184
ARD 4	11	36	46	25	14	132	2.962	1.108
ARD 5	12	30	47	29	12	130	2.992	1.096
ARD 6	14	49	41	15	11	130	2.692	1.084
ARD 7	13	40	35	31	14	133	2.947	1.163
ARD 8	11	39	39	30	15	134	2.993	1.140
ARD 9	9	40	48	21	9	127	2.850	1.016
ARD10	13	39	42	24	11	129	2.853	1.105
ARD11	5	15	22	47	43	132	3.818	1.124
ARD12	23	43	44	12	3	125	2.432	0.978
ARD13	17	48	37	22	9	133	2.684	1.103
ARD14	16	49	41	15	12	133	2.684	1.110
ARD15	18	53	30	19	14	134	2.687	1.185

Factor analysis. Factor analysis of observer-rated independent variables again resulted in single factor solutions for each category of observers. In all three cases, this single factor accounted for more than 80 percent of the total variance. As with the dependent variable factor analysis, the independent variable analysis suffered from small sample sizes, method bias, and "halo effect." See Table 23.

TABLE 23

FACTOR ANALYSIS OF OBSERVER-RATED INDEPENDENT VARIABLES (FORM D)

Rater	Eigenvalue	Percent of Total Variance
Host Father	9.84	82.0
Host Mother	9.69	80.8
Representative	10.09	84.1

Construction of scales. Relying on rational methods, observer-rated independent variables were grouped into five scales. The first two of these were based on CIDA Study scales previously validated by Hawes and Kealey (1979). Using these five scales for each observer category resulted in 15 scales. Reliabilities for the constructed scales appear in Table 24.

TABLE 24

Constructed Scales for Observer-Rated Independent Variables - Form D

	Scale Name	Items	Alpha
FDSC 1	Interpersonal Skill	HFD49-When confronted by obstacles, this individual remains in full control of himself/herself, is entirely calm and comfortable. (Note: obstacles may include ambiguous situations, conflicts with others, irritating or anxiety-provoking situations, frustrations, etc.) HFD51-This individual demonstrates a capacity to build and maintain relationships. He/she works well with others, is trusting, friendly, and cooperative. People come to this person for help with various problems. HFD52-This person demonstrates the ability to respond flexibly to the ideas, beliefs or points of view of others. When faced with different viewpoints, he/she may become curious and ask questions, and is generally open to different viewpoints rather than opinionated. HFD55-This person is a good listener who accurately perceives the needs and feelings of others. HFD56-This person responds to others in a way that demonstrates they are valued. He/she shows interest in others through general attentiveness and appropriate concern. He/she compliments and acknowledges others. HFD58-This person demonstrates sensitivity to many host country issues and realities, whether cultural, social, or political.	.90
FDSC 2	Self-Assertion	HFD50-This individual is invariably one of the first to act, make suggestions, or propose a plan of action. HFD54-This person expresses and demonstrates self-confidence with regard to personal goals and judgement. This individual is capable of self-assertion in the presence of others. HFD59-This person is frank and outspoken rather than tactful in his/her dealings with others.	.62
FDSC 3	Background for Host School Work	HFD61-This person appears to have the appropriate background for his/her school work.	--
FDSC 4	Background for Host School	HFD62-This person appears to have the appropriate background to adjust to his/her school environment.	--
FDSC 5	Background for Host Family	HFD63-This person seems to have the appropriate background to adjust to his/her host family living experience.	--

TABLE 24
(Continued)

	Scale Name	Items	Alpha
MDSC 1	Interpersonal Skill	HMD49-51,52,55,56,58-(See items in FDSC 1 above)	.89
MDSC 2	Self Assertion	HMD50,54,59-(See items in FDSC 2 above)	.56
MDSC 3	Background for Host School Work	HMD61-(See items in FDSC 3 above)	--
MDSC 4	Background for Host School	HMD62-(See items in FDSC 4 above)	--
MDSC 5	Background for Host Family	HMD63-(See items in FDSC 5 above)	--
RDSC 1	Interpersonal Skill	RD49,51,52,55,56,58-(See items in FDSC 1 above)	.91
RDSC 2	Self Assertion	RD50,54,59-(See items in FDSC 2 above)	.68
RDSC 3	Background for Host School Work	RD61-(See items in FDSC 3 above)	--
RDSC 4	Background for Host School	RD62-(See items in FDSC 4 above)	--
RDSC 5	Background for Host Family	RD63-(See items in FDSC 5 above)	--

			N	$\bar{x}$	S.D.	Alpha
FD	Host Father Predictors	All HFD items	146	33.1	9.4	.92
MD	Host Mother Predictors	All HMD items	146	32.9	9.5	.92
RD	Area Representative Predictors	All RD items	134	31.7	9.8	.94

Alpha statistics were calculated for the multi-item scales. Scale 1 had very high reliabilities of .90, .89, and .91, while Scale 2 was adequate at .62, .56, and .68. Since all items in each of the observer-rated forms produced single factors, the scales for each observer category were collapsed into single scales as with the dependent variable observer data. Table 25 presents these three scales with means and standard deviations, as well as impressive internal reliability Alpha statistics of .92, .92, and .94.

TABLE 25

COLLAPSED SCALES FOR OBSERVER-RATED INDEPENDENT VARIABLES

	Rater	Items	N	$\bar{x}$	S.D.	Alpha
FD	Host Father Predictors	All HFD items	146	33.1	9.4	.92
MD	Host Mother Predictors	All HMD items	146	32.9	9.5	.92
RD	Area Representative Predictors	All RD items	134	31.7	9.8	.94

Loevinger Sentence Completion Test. The LSCT accounted for two independent variables. LSCT 1 represents the test score derived by the standard scoring procedure and LSCT 2 represents a modified scoring procedure in which

each test was examined to determine the number of lower stage individual sentence scores (Delta 3, Delta, and I-2 in Loevinger's terminology). The standard procedure by contrast involves a mathematical formula resulting in a single stage score on a 13-point scale. The item statistics for LSCT 1 are presented in Table 26. Scores ranged from 2 to 9 on the 13-point scale, representing the ego-development stages (see page 104). There is a good distribution across stages. All 209 subjects completed the LSCT.

TABLE 26

LSCT 1 ITEM STATISTICS

Stage	Score	Frequency	Percentage of Responses
Δ/2	2	7	3.3
Δ/3	3	9	4.3
I-3	4	17	8.1
I-3/4	5	65	31.1
I-4	6	74	35.4
I-4/5	7	30	14.4
I-5	8	6	2.9
I-6	9	1	0.5

Mean	= 5.478	Variance	= 1.597
Median	= 5.588	Std. Deviation	= 1.264
Mode	= 6.000	Kurtosis	= 0.860

Item statistics for LSCT 2 are reported in Table 27. Scores ranged from 0-18 LSCT items scored at lower stages. Since over 70% of the scores fall from 0 to 3, the LSCT 2 variable does not show good distribution.

TABLE 27

LSCT 2 ITEM STATISTICS

Score	Frequency	Percentage of Responses
0	48	23.0
1	44	21.1
2	31	14.8
3	29	13.9
4	20	9.6
5	11	5.3
6	9	4.3
7	4	1.9
8	4	1.9
9	2	1.0
10	4	1.9
11	1	.5
13	1	.5
18	1	.5

Mean	= 2.593	Variance	= 7.55
Median	= 1.903	Std. Deviation	= 2.748
Mode	= 0	Kurtosis	= 5.422

Intercorrelations among independent variables. Correlations among the 14 self-rated, 3 observer-rated and 2 LSCT scales are presented in Table 28. The LSCT 1 is quite independent of the other predictor scales. It has only two low significant correlations (SBSC 8 and SBSC 14). The LSCT 2 was correlated significantly with six other measures.

As would be expected from the factor analysis, the self-rated variables showed significant relationships among the scales (37 out of 117). SBSC 6, 7, 8, 9 and 14 show consistent patterns. Correlations among self and observer-rated scales were strongest for SBSC 3, 5, 8 and 11.

Correlations Between Dependent and Independent Variables

Three different kinds of analyses were used to determine correlations between independent variables and dependent variables. First, both the LSCT 1 and LSCT 2 scales were evaluated as predictors using the Pearson *r* statistic. Second, all of the independent scales, including the LSCT scales, were analyzed simultaneously through multiple regression to determine their total predictive relationship to the dependent variables. Third, each of the independent variables was analyzed to determine to what extent it distinguished between a

TABLE 28

CORRELATION MATRIX FOR INDEPENDENT SCALES

	LSCT 1	LSCT 2	SB1	SB2	SB3	SB4	SB5	SB6	SB7	SB8	SB9	SB10	SB11	SB12	SB13	SB14	FD	MD	RD
LSCT 1	-																		
LSCT 2	-70	-																	
SBSC 1	04	-15*	-																
SBSC 2	13	-04	16*	-															
SBSC 3	08	-21*	33*	03	-														
SBSC 4	02	-06	-10	-17*	-05	-													
SBSC 5	08	-08	39*	-04	41*	00	-												
SBSC 6	03	-12	05	-25*	24*	15*	23*	-											
SBSC 7	05	-14*	24*	15*	17*	-02	25*	23*	-										
SBSC 8	21*	-18*	04	-12	10	33*	23*	11	03	-									
SBSC 9	02	-01	09	05	27*	18*	34*	04	00	29*	-								
SBSC10	05	00	02	28*	00	-09	00	-12	13	-10	08	-							
SBSC11	05	05	02	02	00	12	02	02	08	09	05	13	-						
SBSC12	06	-10	00	23	06	03	00	11	09	10	09	22*	26*	-					
SBSC13	08	-25*	-01	14	18*	-11	-04	-05	11	-01	05	01	09	14*	-				
SBSC14	14*	-29*	-04	11	19*	-15*	00	13	11	-18*	01	00	09	14*	31*	-			
FD	-04	-06	03	-15*	16*	06	25*	13	-11	19*	07	-09	24*	00	00	25*	-		
MD	-08	-09	02	-10	18*	04	23*	04	-08	18*	03	00	25*	05	-03	13	66*	-	
RD	-15*	-04	05	00	16*	06	24*	01	03	26*	31*	02	-03	17*	06	-09	35*	39*	-

Note: All values are in hundredths (04=.04, 29=.29, etc.).
An asterisk (*) indicates a significant correlation at p=.05 or better.

high-rated group (successful) and low-rated group (less successful) of subjects (extreme group analysis).

LSCT scales and dependent variables. Correlation coefficients for the 14 self and observer-rated dependent scales and LSCT 1 and 2 are presented in Table 29.

TABLE 29

RELATIONSHIPS BETWEEN THE LSCT AND THE DEPENDENT VARIABLES

	LSCT 1		LSCT 2	
	t	P-Value	t	P-Value
SASC 1	17	.02	-23	.00
SASC 2	11	.09	-18	.01
SASC 3	15	.03	-18	.01
SASC 4	14	.03	-17	.01
SASC 5	02	.41	-16	.02
SASC 6	03	.37	00	.49
SASC 7	26	.00	-24	.00
SASC 8	23	.00	-30	.00
SASC 9	15	.03	-18	.01
SASC 10	09	.13	-14	.03
SASC 11	24	.00	-22	.00
FC	-10	.12	07	.19
MC	-04	.31	07	.21
RC	-09	.16	03	.22

Note: All values are expressed in hundredths (14=.14, etc.)

LSCT 1 predicts 7 dependent scales and LSCT 2 predicts 10 dependent scales at $p = .05$ or better. Neither LSCT scale predicted any observer-rated measures. It is unclear whether this is due to data collection problems or real differences in self and observer-rated scales.

Multiple regression analyses. Multiple regression is a method of analyzing the collective contributions of two or more independent variables to the prediction of a dependent variable. To analyze these data, a stepwise multiple regression procedure was employed. First, all 17 independent variables were examined to determine which was the best predictor of a given dependent variable. Second, the 16 remaining variables were then re-examined to determine which, if any, significantly contributed to even better prediction of the given dependent variable. This procedure was repeated until no significant additional contribution was made by any remaining independent variable. The final result of the regression equation is a multiple correlation coefficient, R, which is interpreted in the same manner as the simple Pearson r. R^2 is the percent of variance accounted for by the variable. F is a distribution measure and provides the basis for determining significance, P-value, of the combined regression step/predictors.

Multiple regression results for each of the dependent scales are presented in Tables 30 through 43. It is important to notice that R and R^2 values for second and third contributing predictors represent the predictive validity of that independent variable in combination with predictive validity of the first (most predictive) independent variable. For example, in Table 30, .23 is the total variance for both the LSCT 1 and SBSC 5 Interpersonal Interest in predicting Overall Affect.

TABLE 30

MULTIPLE REGRESSION RESULTS FOR THE OVERALL AFFECT CRITERION--SASC 1

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Interpersonal Interest SBSC 5	.35	.35	.12		
2. LSCT 1	.29	.48	.23		
				6.11	<.01

TABLE 31

MULTIPLE REGRESSION RESULTS FOR THE AFFECT TOWARD THE HOST COUNTRY CRITERION--SASC 2

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Host Father Predictors FD	.27	.27	.07		
				3.18	N.S.

TABLE 32

MULTIPLE REGRESSION RESULTS FOR THE AFFECT TOWARD SELF AND HEALTH CRITERION--SASC 3

Regression Step/Predictors	r	R	R^2	F	P-Value
1. LSCT 2	-.40	.40	.16		
				7.82	<.05

TABLE 33

MULTIPLE REGRESSION RESULTS FOR THE AFFECT TOWARD HOST SCHOOL CRITERION--SASC 4

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Natural Family Comm. SBSC 3	.51	.51	.26		
2. LSCT 1	.46	.61	.38		
3. Interpersonal Interest SBSC 5	.33	.66	.44		
				10.93	<.01

TABLE 34

MULTIPLE REGRESSION RESULTS FOR THE COMMUNICATION CRITERION--SASC 5

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Tenacity SBSC 7	.55	.55	.31		
2. Area Rep Predictors RD	.27	.66	.43		
				15.50	<.01

TABLE 35

MULTIPLE REGRESSION RESULTS FOR THE INTERACTION/ACTIVITIES CRITERION--SASC 6

Regression/Step Predictors	r	R	R^2	F	P-Value
1. Interpersonal Interest SBSC 5	.51	.51	.26		
2. Confidence in Preparations SBSC 10	.18	.57	.33		
3. Cautiousness SBSC 4	-.18	.63	.40		
				8.73	<.01

TABLE 36

MULTIPLE REGRESSION RESULTS FOR THE HOST COUNTRY INTEREST CRITERION--SASC 7

Regression/Step Predictors	r	R	R^2	F	P-Value
1. Self-Confidence/Initiative SBSC 1	.51	.51	.26		
2. Never Doubted Would do Well SBSC 12	.30	.62	.39		
3. Background for Host School Work SBSC 13	.32	.69	.47		
				11.92	<.01

TABLE 37

MULTIPLE REGRESSION RESULTS FOR THE COMMITMENT TO HOST SCHOOL CRITERION--SASC 8

Regression Step/Predictors	r	R	R^2	F	P-Value
1. LSCT 2	.46	.46	.21		
2. Natural Family Comm. SBSC 3	-.44	.57	.33		
				10.07	<.01

TABLE 38

MULTIPLE REGRESSION RESULTS FOR THE COMMITMENT TO HOST FAMILY CRITERION--SASC 9

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Self-Confidence/Initiative SBSC 1	.41	.41	.17		
2. Host Father Predictors FD	.35	.55	.30		
3. Background for Adjustment to the Host Family SBSC 14	.29	.63	.39		
				8.58	<.01

TABLE 39

MULTIPLE REGRESSION RESULTS FOR THE OVERALL ADJUSTMENT CRITERION--SASC 10

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Host Mother Predictors MD	.44	.44	.19		
				9.96	<.01

TABLE 40

MULTIPLE REGRESSION RESULTS FOR THE ACADEMIC EFFECTIVENESS CRITERION--SASC 11

Regression Step/Predictors	r	R	R^2	F	P-Value
1. LSCT 1	.39	.39	.15		
2. Background for Host School Work SBSC 13	.35	.48	.23		
3. Background for Adjustment to Host Family SBSC 14	-.19	.60	.36		
4. Interpersonal Interest SBSC 5	.23	.66	.44		
				7.61	<.01

TABLE 41

MULTIPLE REGRESSION RESULTS FOR THE
HOST FATHER OVERALL CRITERION MEASURE--FC

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Host Father Predictors FD	.85	.85	.73		
2. Host Mother Predictors MD	.71	.87	.76		
3. Background for Host School Work SBSC 13	-.29	.88	.78		
				71.90	<.01

TABLE 42

MULTIPLE REGRESSION RESULTS FOR THE
HOST MOTHER OVERALL CRITERION MEASURE--MC

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Host Mother Predictors MD	.83	.83	.69		
2. Host Father Predictors FD	.69	.85	.72		
3. Frankness SBSC 2	-.17	.86	.74		
				56.90	<.01

TABLE 43

MULTIPLE REGRESSION RESULTS FOR THE AREA REPRESENTATIVE OVERALL CRITERION MEASURE--RC

Regression Step/Predictors	r	R	R^2	F	P-Value
1. Area Representative Predictors	.79	.79	.63		
2. Concerned about Another Country SBSC 11	-.12	.82	.67		
3. Background for Host School Work SBSC 13	-.16	.83	.69		
				44.10	<.01

A summary of the results of the multiple regression analyses is presented in Table 44. With the exception of SASC 2, Affect Towards Host Country, all dependent variables (criteria measures) were predicted with significant multiple correlations. The LSCT scales were the most effective predictors, predicting five criteria scales. None of the self-rated independent variables contributed significantly to the prediction of observer-rated criteria scales.

Extreme group analysis. Since the purpose of identifying predictors is to discover those independent variables that will distinguish between individuals who are likely to be successful and those who are not likely to be

TABLE 44

SUMMARY OF MULTIPLE REGRESSION RESULTS

Independent Variables	Dependent Variables													
	1 SASC	2 SASC	3 SASC	4 SASC	5 SASC	6 SASC	7 SASC	8 SASC	9 SASC	10 SASC	11 SASC	RC	FC	MC
SBSC 1							51		41					
SBSC 2													-17	
SBSC 3				51				44						
SBSC 4						-18								
SBSC 5	35			33		51					23			
SBSC 6														
SBSC 7					55									
SBSC 8														
SBSC 9														
SBSC 10						18								
SBSC 11												-12		
SBSC 12							30							
SBSC 13							32				35	-16	-29	
SBSC 14									29		-19			
LSCT 1	29			46							39			
LSCT 2			-40					-40						
RD					27							79		
FD									35				85	69
MD										44			71	83
Multiple R	.48	-	.40	.66	.66	.63	.69	.57	.63	.44	.66	.83	.88	.86

Note: The correlations reported in the body of the table are simple Pearson coefficients r.

successful, the author also analyzed the data using extreme groups. The groups were constructed by examining the frequency distributions of the scores on each dependent variable. High cut-off and low cut-off scores were chosen so that middle range scores were excluded from the analysis. This meant that the remaining subjects were grouped into approximately a top and a bottom quartile for each dependent variable analysis.

The extreme group analysis procedure has two basic steps. First, all independent variables are analyzed simultaneously to determine the extent to which they discriminate between the two extreme groups. This yields a Wilke's Lambda statistic which indicates the significance of all independent variables for a given dependent variable. Second, a univariate F-statistic is calculated which indicates the significance of <u>each</u> independent variable in contributing to the total discrimination between extreme groups for a given dependent variable. Tables 45 through 52 present extreme group analysis results for the six dependent variables for which the Lambda coefficient was significant. The meaning of these tables can be understood by taking Table 45 as an example. Table 45 indicates that for the criterion scale SASC 3, Affect Toward Self and Health, the high criterion group (that is, those students who felt good

about themselves and their health during the experience) scored higher on ego development level (LSCT 1), had fewer low level ego stage scores (LSCT 2), and rated themselves higher on the Interpersonal Harmony scale (SBSC 6; note--all SB scales are self-rated).

TABLE 45

EXTREME GROUP ANALYSIS RESULTS FOR THE AFFECT TOWARD SELF AND HEALTH CRITERION--SASC 3

High group = 23 students Low group = 6 students	Lambda = .143 d.f. = 19 P-Value = .02

Predictors	Direction of High Group Scores	Univariate F	P-Value
LSCT 1	Higher	6.87	.01
LSCT 2	Lower	6.96	.01
Interpersonal Harmony--SBSC 6	Higher	4.85	.04

TABLE 46

EXTREME GROUP ANALYSIS FOR THE
AFFECT TOWARD SCHOOL CRITERION--SASC 4

High group = 26 students Low group = 10 students	Lambda = .215 d.f. = 19 P-Value = .01

Predictors	Direction of High Group Scores	Univariate F	P-Value
LSCT 1	Higher	7.16	.01
LSCT 2	Lower	11.41	.00
Natural Family Communication SBSC 3	Higher	6.97	.01
Interpersonal Harmony SBSC 6	Higher	13.23	.00

TABLE 47

EXTREME GROUP ANALYSIS FOR THE HOST COUNTRY INTEREST CRITERION--SASC 7

High group = 28 students
Low group = 19 students

Lambda = .350
d.f. = 19
P-Value = .01

Predictors	Direction of High Group Scores	Univariate F	P-Value
Self-Confidence/ Initiative SBSC 1	Higher	26.74	.00
Concerned about Living in a Foreign Country SBSC 11	Lower	4.86	.03
Never Doubted Would Do Well SBSC 12	Higher	6.48	.01
Host Mother Predictors MD	Higher	4.55	.04

TABLE 48

EXTREME GROUP ANALYSIS FOR THE
OVERALL ADJUSTMENT CRITERION--SASC 10

High group = 13 students
Low group = 8 students

Lambda = .021
d.f. = 19
P-Value = .01

Predictors	Direction of High Group Scores	Univariate F	P-Value
Interpersonal Interest SBSC 5	Higher	7.22	.01
Non-ethnocentrism SBSC 8	Higher	12.01	.00
Host Father Predictors FD	Higher	11.26	.00
Host Mother Predictors MD	Higher	22.49	.00
Area Representative Predictors RD	Higher	5.63	.03

TABLE 49

EXTREME GROUP ANALYSIS FOR THE
ACADEMIC EFFECTIVENESS CRITERION--SASC 11

High group = 27 students
Low group = 5 students

Lambda = .086
d.f. = 16
P-Value = .01

Predictors	Direction of High Group Scores	Univariate F	P-Value
Interpersonal Harmony SBSC 6	Higher	4.18	.05
Background for Host School SBSC 13	Higher	6.08	.02

TABLE 50

EXTREME GROUP ANALYSIS FOR THE
HOST FATHER CRITERION--FC

High group = 16 students
Low group = 11 students

Lambda = .080
d.f. = 19
P-Value = .00

Predictors	Direction of High Group Scores	Univariate F	P-Value
Interpersonal Interest SBSC 5	Higher	5.06	.03
Non-ethnocentrism SBSC 8	Higher	6.17	.02
Host Father Predictors FD	Higher	88.64	.00
Host Mother Predictors MD	Higher	57.51	.00
Area Representative Predictors RD	Higher	6.66	.02

TABLE 51

EXTREME GROUP ANALYSIS FOR THE
HOST MOTHER CRITERION--MC

High group = 18 students Low group = 12 students	Lambda = .045 d.f. = 19 P-Value = .00

Predictors	Direction of High Group Scores	Univariate F	P-Value
Non-ethnocentrism SBSC 8	Higher	12.41	.00
Host Father Predictors FD	Higher	50.47	.00
Host Mother Predictors MD	Higher	162.40	.00
Area Representative Predictors RD	Higher	4.94	.03

TABLE 52

EXTREME GROUP ANALYSIS FOR THE
AREA REPRESENTATIVE CRITERION--RC

High group = 20 students
Low group = 10 students

Lambda = .105
d.f. = 19
P-Value = .00

Predictors	Direction of High Group Scores	Univariate F	P-Value
LSCT 2	Higher	5.84	.02
Host Father Predictors FD	Higher	8.67	.01
Host Mother Predictors MD	Higher	3.22	.08
Area Representative Predictors RD	Higher	60.96	.00

Split group analysis. Measures of success and failure implied in the dependent and independent variables represent an attempt to uncover the subtleties of the overseas experience. There are, however, gross measures of success and failure which are considered relevant by the sponsoring exchange organization and provide additional useful analysis.

A failure group was constructed by identifying all students who had returned home prematurely and those students who required three or more host families (two or more changes). Students are expected to spend the year with their assigned host family. The success group was made up of all remaining (non-failure) students.

The 20 students who had either left the YFU program early or who had switched host families were compared with the remainder of the study participants to determine if the independent scales could predict membership in the two groups. The means and standard deviations of each group were calculated on all independent scales, and the differences between them were analyzed by means of the t-test. Six of the independent scales succeeded in significantly differentiating between the two groups. These are presented in Table 53.

TABLE 53

COMPARISONS OF SUCCESSFUL AND NONSUCCESSFUL STUDENTS ON PREDICTOR SCALES

Scale	Mean (Success)	Mean (Failure)	t	P-Value
Self Confidence/ Initiative SBSC 1	2.60	5.63	-3.75	.000
Natural Family Communication SBSC 3	5.84	7.80	-2.43	.016
Non-ethnocentrism SBSC 8	5.71	7.13	-2.14	.034
Never Doubted Would Do Well SBSC 12	2.32	3.80	-4.18	.000
Background for Host School SBSC 13	2.54	3.57	-2.42	.017
Area Representative Predictor RD	30.70	40.71	-3.80	.000

Summary of multiple regression and extreme group analysis. Table 54 summarizes the extreme group analyses. Thirteen of the 19 independent variables predicted extreme group membership for one or more dependent variables.

Three self-rated predictive measures predicted membership in extreme groups for at least three criteria measures: LSCT 1 and 2 (taken together), SBSC 6--Interpersonal Harmony, and SBSC 8--Non-ethnocentrism. Of particular interest in the observer-rated predictors is that all three predicted extreme group membership for the

self-rated overall adjustment criterion SASC 10.

TABLE 54

SUMMARY OF EXTREME GROUP ANALYSES

Independent Variables	Dependent Variables														
	SASC 1	SASC 2	SASC 3	SASC 4	SASC 5	SASC 6	SASC 7	SASC 8	SASC 9	SASC 10	SASC 11	RC	FC	MC	Failure
SBSC 1							X								
SBSC 2															X
SBSC 3				X											
SBSC 4															X
SBSC 5										X			X		
SBSC 6			X	X							X				
SBSC 7															
SBSC 8										X			X	X	X
SBSC 9															
SBSC 10															
SBSC 11							X								
SBSC 12							X								X
SBSC 13											X				X
SBSC 14															
LSCT 1			X	X											
LSCT 2			X	X								X			
RD										X		X	X	X	X
FD										X		X	X	X	
MD							X			X		X	X	X	

Note: An X indicates significant contribution of independent scales in predicting high/low membership in criterion groups.

A summary of both the extreme group analysis and the multiple regression analysis is presented in Table 55. The most effective predictors are listed below:

- LSCT 1 and 2
- SBSC 5 -- Interpersonal Interest
- SBSC 6 -- Interpersonal Harmony
- SBSC 8 -- Non-ethnocentrism
- SBSC 13 -- Background for Host School
- RD -- Area Representative Predictors
- FD -- Host Father Predictors
- MD -- Host Mother Predictors
- SBSC 1 -- Self-Confidence/Initiative
- SBSC 3 -- Natural Family Communication

Eight of the fourteen criteria were predicted successfully by both types of analysis:

- SASC 3 -- Affect Toward Self and Health
- SASC 4 -- Affect Toward the Host School
- SASC 7 -- Host Country Interest
- SASC 10 -- Overall Adjustment
- SASC 11 -- Academic Effectiveness
- RC -- Area Representative Criterion
- FC -- Host Father Criterion
- MC -- Host Mother Criterion

TABLE 55

SUMMARY OF MULTIPLE REGRESSION AND EXTREME GROUP ANALYSES COMBINED

Independent Variables	Dependent Variables														
	SASC 1	SASC 2	SASC 3	SASC 4	SASC 5	SASC 6	SASC 7	SASC 8	SASC 9	SASC 10	SASC 11	RC	FC	MC	Failure
SBSC 1							⊠		●						
SBSC 2															X
SBSC 3				⊠				●					●		
SBSC 4						●									X
SBSC 5	●			●		●				X	●		X		
SBSC 6			X	X							X				
SBSC 7					●										
SBSC 8										X			X	X	X
SBSC 9															
SBSC 10						●									
SBSC 11							X					●			
SBSC 12							⊠								X
SBSC 13							●				⊠	●	●		X
SBSC 14									●		●				
LSCT 1	●		X	⊠							●				
LSCT 2			⊠	X				●				X			
RD					●					X		⊠	X	X	X
FD									●	X		X	⊠	⊠	
MD							X			⊠		X	⊠	⊠	

Note: An "X" indicates significant contribution of independent scales in predicting high/low membership in criterion groups. An "●" indicates significant contribution in multiple regression. An "⊠" indicates significant relationships between the variables in both extreme group analysis and multiple regression.

Comparisons between U.S. and Latin American Students. In order to examine the possibility that the U.S. and Latin American subgroups showed different response patterns, t-test comparisons were computed between subgroups on all 33 of the independent and dependent variables. Twelve of these comparisons were significant. These results are given in Table 56. In all cases, the lower mean is in the desired direction, indicating a "better" score.

TABLE 56

DIFFERENCE BETWEEN U.S. AND LATIN AMERICAN GROUPS

Variable	Latin American $\bar{x}$	U.S. $\bar{x}$	P-Value
Overall Affect Criterion SASC 1	13.08	14.45	.03
Affect Toward the Host Country Criterion SASC 4	3.74	4.87	.00
Host Country Interest Criterion SASC 7	3.73	4.15	.04
Commitment to Host School Criterion SASC 8	8.35	10.65	.00
Academic Effectiveness Criterion SASC 11	2.16	2.48	.05
Frankness SBSC 2	7.39	8.84	.00
Cautiousness SBSC 4	8.44	7.66	.00
Non-ethnocentrism SBSC 8	6.52	5.31	.00
Concerned About Another Country SBSC 11	2.77	2.24	.01

TABLE 56 (continued)

Variable	Latin American $\bar{x}$	U.S. $\bar{x}$	P-Value
Background for Host School SBSC 13	2.09	2.88	.00
Background for Adjustment to Host Family SBSC 14	2.24	2.96	.00
Area Representative Overall Criterion Measure RC	40.23	35.55	.04

The Latin American students rated themselves higher than did the U.S. students on five of the criterion measures. These were:

- SASC 1 -- Overall Affect
- SASC 4 -- Affect Toward Host School
- SASC 7 -- Host Country Interest
- SASC 8 -- Commitment to Host School
- SASC 11 -- Academic Effectiveness

On the predictor variables, Latin American students rated themselves higher in the following three cases:

- SBSC 2 -- Frankness
- SBSC 13 -- Background for Host School Work
- SBSC 14 -- Background for Adjustment to Host Family

They rated themselves lower than did the U.S. students on the following three predictors:

- SBSC 4 -- Cautiousness
- SBSC 8 -- Non-ethnocentrism
- SBSC 11 -- Concerned About Living in Another Country

There was only one case among the observer scales where a difference was found. This was for the area representative criterion measure, RC, where the Latin American students were rated lower than the U.S. students.

C H A P T E R V I

RESULTS AND CONCLUSIONS

The results and conclusions of this study are presented in six sections. Sections one through four correspond with the four research questions and concomitant hypotheses originally presented as the purpose of this study. The fifth section deals with the implications of the study for training and selection activities at Youth for Understanding. The last section examines the implications of these results for future intercultural research in the area of defining and predicting overseas effectiveness.

Evaluation of the Method

Research Question I. What useful method can be found or developed to measure overseas effectiveness and personality characteristics and to measure the relationships between personality characteristics and overseas effectiveness for adolescent participants in a cross-cultural, host-family, school-year exchange program?

Hypothesis I. The Adapted CIDA Method with the addition of the LSCT as a predictive instrument will be an adequate method of defining overseas effectiveness and identifying those personal characteristics which predict

overseas effectiveness for adolescent participants in a cross-cultural, host-family, school-year exchange program.

Results. This hypothesis will be discussed by evaluating the validity and effectiveness of the Adapted CIDA Method based on the eight methodological criteria presented in Chapter II.

Adequate sample size. Though this study began with 209 subjects which appeared to be an adequate sample size, incomplete data and unreturned questionnaires effectively reduced the original sample size. If sophisticated multiple regression and extreme group analyses are to be effectively utilized, complete data on 250 or more subjects is preferable. If data collection procedures must be conducted through the mail (as they were here), subject numbers must include an allowance for incomplete responses and unreturned questionnaires.

Differentiated criteria. Differentiated criteria for overseas effectiveness were hypothesized in the early stages of the study. This encouraged the development of instruments to measure the various dimensions of overseas effectiveness even though, in this case, these dimensions were not confirmed through factor analysis. Despite the unsuccessful factor analysis of the dimensions, there is

evidence that differentiated criteria for this overseas experience did exist based on the final results of this study (see Table 2, p.117). As the review of previous research indicated, differentiated criteria are critical in developing an in-depth understanding of the concept of overseas effectiveness and in determining which components of it can be predicted by which personal characteristics.

Instrumentation and data collection procedures for criteria data. Several limitations in the method were revealed in the instrumentation and data collection procedures. The instruments for collecting criteria data were all Likert-type items. By and large, they produced adequate distributions and means that showed moderate skewness to the high side of scales. However, when the items were grouped into scales, only the self-rated scales were sufficiently differentiated to isolate independent criteria scales measuring different dimensions of overseas effectiveness. Observer-rated items did not result in differentiated scales. This was probably due to halo effect. Perhaps a different form of criteria rating, for example, "forced choice" items, would remedy this problem.

As for the data collection procedures, a great deal

of data was missing, both in terms of individual items not completed and in terms of some subjects and observers failing to return questionnaires. The author is inclined to attribute this missing data problem to the inherent weakness of relying on mailed questionnaires. Especially in the case of criteria data collection, some form of on-site administration by a trained individual would be far preferable and would probably yield not only better return rates but more differentiated responses on criteria scales.

Factor analysis of criteria data. Even though in this study factor analyses did not produce useful multi-item scales, it should be retained in the method. This study benefited from previous research where factor analysis had produced scales which could be adapted for the purposes of this research. This procedure would probably be more effective with larger subject numbers, more complete information, and possibly by a more clearly differentiated set of criteria variables as well as perhaps an observer from the school setting.

Provisional criteria validation. A provisional measure of criteria validation was obtained by determining the degree to which the criteria scales distinguished between a "failure group" and a "success group." Though this

was a gross measure of success and failure, it does reinforce the criteria measures if they distinguish between the two groups as they did in this study. The results from such groupings may, in and of themselves, be particularly interesting to the sponsoring organization. Another method worth considering as an alternative to the procedure used in this study is the nomination process. Subjects can be nominated by observers or themselves as being in the top 10% or bottom 10% for all participants in the program. These nominations can then be compared with the criteria scales and serve as a provisional criteria validation. A nomination process is most effective when it involves a range of reliable nominators.

Instrumentation and collection procedures for predictor data. As with the instrumentation and collection of criteria data, the observer-rated predictor scales also suffered from halo effect, leniency, and missing data. The usefulness of on-site administration is demonstrated by the LSCT predictor data, which was collected by trained individuals prior to the experience and provided a complete set of tests with extremely valuable results. Future research should be based on a longitudinal design and, if practical, observer-rated predictor data should be gathered from non-parent, reliable rater groups such

as peers or teachers. In this case, the items may again require some sort of forced choice format or at least supervised administration to assure differentiated responses.

An alternative explanation for the undifferentiated evaluation of the subjects by the observers may be that adolescents are perceived as having undifferentiated personalities, being basically good or basically difficult. If so, no form of questionnaire may provide differentiated characterizations.

Factor analysis of predictor data. Though factor analysis in this study did not produce useful factored predictor scales, the procedure remains useful for combining predictor items into meaningful scales. This study benefited from previous research where factor analysis had produced scales which could be used as similar independent scales in this research. As with the dependent data, this step in the method would be strengthened by larger subject numbers and more complete information.

Adequate statistical procedures for correlations of criteria and predictor data. Multiple regression, extreme group analysis, and Pearson correlation coefficients were the major statistical procedures used to determine the relationships between independent and

dependent variables. Pearson correlation coefficients were computed to determine relationships among scales. Multiple regression analysis was used to determine the degree of relationship between the independent and dependent variables. The subjects with middle-range dependent variable scale scores were deleted, and those in the top and bottom quartiles were then studied in a series of extreme group analyses. Each procedure contributed significant information to understanding the correlations between predictor and criteria variables.

Conclusions. When the Adapted CIDA Method is evaluated on the basis of the eight methodological criteria listed above, both strengths and weaknesses are revealed. Future research should continue efforts (1) to produce a large enough final sample to insure validity of statistical measures, (2) to use standardized and pretested data collection instruments, (3) to differentiate independent and dependent variables through factor analyses, (4) to use a range of respondents, including knowledgeable observers as well as the subjects themselves, (5) to use provisional criteria validation procedure, and (6) to use multiple regression and extreme group analyses to determine significant correlations. The method could be improved by: (1) providing more ade-

quately for missing mail-return data or by collecting data directly on site, (2) finding observers that are more knowledgeable about school performance and adjustment (e.g., teachers or peers), (3) administering all predictor instruments in a longitudinal design rather than relying on concurrent data collection, and (4) considering alternatives to Likert-scale ratings, especially for observers, to reduce the halo effect (e.g., forced choice).

Dimensions of Overseas Effectiveness

Research Question II. What are the significant dimensions of overseas effectiveness for adolescent participants in a cross-cultural, host-family, school-year exchange program?

Hypothesis II. There will be four significant dimensions of overseas effectiveness for a cross-cultural, host-family, school-year exchange program: (1) Adjustment to Host Country, (2) Adjustment to Host Family, (3) Academic Effectiveness, and (4) Adjustment to Non-Academic School Setting.

Results. In order to test this hypothesis, the fourteen dependent scales were first evaluated to determine which could serve as valid criteria scales to measure overseas

effectiveness in its component parts. The dependent scales were evaluated on four bases. First, the alpha coefficient of internal reliability was considered to determine whether the scale was a logical grouping. This was only possible in cases where the scale contained the requisite three or more items necessary to calculate alpha. Second, the scale was subjected to split-group analysis. In this case, significance meant that the scale distinguished between a success group and a failure group (see Table 16, p.148). As a provisional test of criteria validity, this is a useful, if not finely-tuned, measure.

Third, each scale was reviewed on the basis of inter-rater reliability. This meant, in the case of self-rated scales, looking at their intercorrelations with observer ratings on the parallel scales. Scales 1 through 4, measuring affect, were, of course, only rated by the subjects themselves. In the case of observer-rated scales, inter-rater reliability was measured by considering the seven sub-scales which were collapsed to make the FC, MC and RC scales. For example, if there was a significant intercorrelation between the collapsed FC scale and SASC 6, it was assumed that this intercorrelation represented an intercorrelation between the self-rated SASC 6 scale and the host father rating of the parallel

sub-scale FCSC 6 (see Table 14 in Chapter V).

Last, each dependent variable was evaluated in terms of its utility; that is, could it be predicted by the independent variables, and, if so, by how many of them? None of these four bases for evaluation was alone sufficient to classify a dependent variable as a valid criterion for this study. In order to be considered a valid criterion, a dependent variable had to have at minimum (1) significance in either split-group analysis or inter-rater reliability (where applicable) and (2) utility for this study by being predictable by two or more independent variables. In addition, internal reliability was considered in place of inter-rater reliability where alpha could be calculated. If neither alpha nor inter-rater reliability could be calculated, the scale was included only if its utility was four or greater. This evaluation is presented in Table 57.

In the absence of factor-analyzed dependent scales, this procedure is more than adequate for selecting criteria scales. All scales, except SASC 2 and SASC 8, met the standards.

Conclusions. The twelve scales which met the standard were grouped into six dimensions of overseas effectiveness according to similarities among the characteristics

TABLE 57

VALIDITY OF CRITERIA SCALES FOR
MEASURING OVERSEAS EFFECTIVENESS

Scale	Description	Internal Reliability Alpha Coefficient	Split-Group Analysis	Inter-Rater Reliability	Utility
Self-Rated					
SASC 1	Overall Affect	.68	N.S.	N/A	2
*SASC 2	Affect Towards Host Country	.59	N.S.	N/A	0
SASC 3	Affect Towards Self & Health	N/A	N.S.	N/A	4
SASC 4	Affect Towards Host School	N/A	N.S.	N/A	7
SASC 5	Communication Skills	N/A	p=.047	N.S.	2
SASC 6	Interaction Activities	.43	p=.03	F,M,R	3
SASC 7	Host Country Interest	N/A	N.S.	M,R	7
*SASC 8	Commitment to Host School	.56	N.S.	N.S.	2
SASC 9	Commitment to Host Family	N/A	N.S.	F,M	2
SASC 10	Overall Adjustment	.67	N.S.	F,M,R	6
SASC 11	Academic Effectiveness	N/A	p=.016	R	6
Observer-Rated (Collapsed Scales)					
FC	Host Father-Rated Scale	.94	N.S.	SASC6,9,10	9
MC	Host Mother-Rated Scale	.94	p=.025	SASC6,7,9,10	6
RC	Area Representative-Rated Scale	.94	p=.001	SASC6,7,10,11	7
Each collapsed scale included:					
SC 1	Communication Skills				
SC 2	Interaction Activities				
SC 3	Host Country Interest				
SC 4	Commitment to Host School				
SC 5	Commitment to Host Family				
SC 6	Overall Adjustment				
SC 7	Academic Effectiveness				

Alpha of greater than .60 is considered satisfactory.
N/A under Internal Reliability means that the scale contained too few items to calculate Alpha.
N/A under Inter-Rater Reliability means that the scale was not rated by observers.
N.S. means non-significant correlation.
F,M,R under Inter-Rater Reliability tells which observers significantly inter-correlated with self-ratings.
Utility refers to the number of independent scales which predicted the dependent scale.
* denotes items that did not meet standard for inclusion as valid criteria for this study.

measured by each scale. The six dimensions appear in Table 58. The six dimensions include behavioral, affective and cognitive scales and distinguish between performance (e.g., academic effectiveness and communication skills) and adjustment. Although these six dimensions are not exactly those hypothesized, they cover the four areas suggested in the hypothesized dimensions. The hypothesized dimension of Adjustment to Host Country is parallel to Host Country Interaction and Interest, and items in Overall Adjustment and Overall Affect. Adjustment to Host Family is comparable in the study to Commitment to Host Family, and items in Overall Adjustment and Overall Affect. Academic Effectiveness is parallel to Academic Effectiveness in this study and to one item in Overall Affect. Adjustment to Non-Acedemic School Setting is found in one item within Overall Affect and one in Overall Adjustment. The only completely new dimension which emerges from this study which was not hypothesized as a part of overseas effectiveness is that of Communication Skills. The implications of the Communication Skills dimension will be discussed later in this chapter.

It is important to note that Dimensions 1 and 4 represent self-perceptions. The answer to the question, "What are the measures of overseas effectiveness for this sample?" is, therefore: (1) Self-perception of overall

TABLE 58

GROUPING OF CRITERIA SCALES IN SIX DIMENSIONS OF OVERSEAS EFFECTIVENESS

Dimension Description	Scales Included
1. Overall Affect (self-rated)	SASC 1 Overall Affect SASC 3 Affect Towards Self and Health SASC 4 Affect Towards Host School
2. Communication Skills (self and observer-rated)	SASC 5 Communication Skills
3. Host Country Interaction and Interest (self and observer-rated)	SASC 6 Interaction Activities SASC 7 Host Country Interest
4. Commitment to Host Family (self-rated)	SASC 9 Commitment to Host Family
5. Overall Adjustment (self and area representative-rated)	SASC10 Overall Adjustment
6. Academic Effectiveness (self, host mother, and area representative-rated)	SASC11 Academic Effectiveness

feelings about oneself and the experience, (2) Self-perception about one's communication skills (verbal and non-verbal), (3) Self and all observers' perceptions of interaction with host nationals and interest in the host country, (4) Self and host parents' perceptions of one's host family, (5) Self and all observers' perceptions of

one's overall adjustment, and (6) Self and area representatives' perceptions of academic effectiveness.

Overseas effectiveness (as opposed to ineffectiveness) for this sample can be defined as a high rating on these six dimensions.

Predictors of Overseas Effectiveness

Research Question III. What personality characteristics of an adolescent participant in a cross-cultural exchange program can predict the individual's effectiveness overseas?

Hypothesis IIIa. The following self-rated independent variable scales will be significantly correlated with the dependent variable scales which comprise the dimensions of overseas effectiveness: (1) Self-Confidence/ Initiative, (2) Frankness, (3) Natural Family Communication, (4) Cautiousness, (5) Interpersonal Harmony, (6) Tenacity, (7) Non-Ethnocentrism.

Results. In Table 59, the six most effective self-rated predictors of the dimensions of overseas effectiveness are presented. These scales were constructed based on similar scales from the CIDA study. All six together predict, to some degree, all the criteria scales except

TABLE 59

EFFECTIVE PREDICTOR SCALES
(SELF-RATED INDEPENDENT VARIABLES)

Predictor Scale	Affect			Communication Skills	Host Country Interaction and Interest		Commitment to Host Family	Overall Adjustment	Academic Effectiveness	FC	MC	PC	Failure Group
	SASC 1	SASC 3	SASC 4	SASC 5	SASC 6	SASC 7	SASC 9	SASC 10	SASC 11				
SBSC 1 Self-Confidence/ Initiative						o	o						X
SBSC 3 Natural Family Communication			o										X
SBSC 5 Interpersonal Interest	o		o		o			X	o	X			
SBSC 6 Interpersonal Harmony		X	X						X				
SBSC 8 Non-Ethnocentrism								X		X	X		X
SBSC 13 Background for Host School Work						o		o		o		o	X

o=Significant correlation through multiple regression analysis.
X=Significant correlation through extreme group analysis.

Communication Skills. Four of the six scales overlap with the list of hypothesized scales: (1) Self-Confidence/ Initiative, (3) Natural Family Communication, (5) Interpersonal Harmony, and (7) Non-Ethnocentrism. Frankness, Cautiousness, and Tenacity were apparently not predictors of overseas effectiveness in this study.

In addition, two new predictor scales emerged: Interpersonal Interest and Background for Host School Work. Both of these scales might be attributable to the specific sample and situation in this study.

Hypothesis IIIb. Levels of ego development as measured by the Loevinger Sentence Completion Test will be significantly correlated with the dependent variable scales which comprise the dimensions of overseas effectiveness.

Results. The LSCT in its two forms predicted nine of a possible thirteen criteria scales. Since the LSCT was administered before the beginning of the experience in truly longitudinal fashion, these results are quite impressive. Table 60 shows that some criteria scales were predicted only by the t-test. This does not mean the correlation is marginal, it only means that, compared to the six previous self-rated predictors, it was not the most efficient single predictor.

TABLE 60

PREDICTIVE VALIDITY OF
LOEVINGER SENTENCE COMPLETION TEST

Predictor Scale	Affect			Communication Skills	Host Country Interaction and Interest		Commitment to Host Family	Overall Adjustment	Academic Effectiveness	FC	MC	PC	Failure Group
	SASC 1	SASC 3	SASC 4	SASC 5	SASC 6	SASC 7	SASC 9	SASC 10	SASC 11				
LSCT 1	ot	Xt	Xt			t	t		ot				
LSCT 2	t	Xt	Xt	t		t	t	t	t			X	

o = Significant correlation through multiple regression analysis.
X = Significant correlation through extreme group analysis.
t = Significant correlation through t-test. $p < .05$.

Hypothesis IIIc. The following observer-rated independent variable scales will be significantly correlated with the dependent variable scales which make up overseas effectiveness: (1) Interpersonal Skills and (2) Self-Assertion.

Results. Table 61 presents the observer-rated predictor scales. These are actually collapsed scales which were constructed because the original five scales which were rated by observers essentially represented a single factor. These original five scales were (1) Interpersonal Skills, (2) Self-Assertion, (3) Background for Host School Work, (4) Background for Host School, (5) Background for Host Family. The internal reliabilities for all three collapsed scales were above .90.

The prediction of observer-rated predictor scales is very strong. One might be inclined, given the concurrent design and close timing of data collection for independent and dependent variables, to discount these correlations. It is, however, important to note, as previously reported in the inter-rater reliability data, that all three observer-rated independent scales are significantly correlated with self-rated overall adjustment.

If one assumes that the collapsed scales represent their component scales, then Hypothesis IIIc is supported by these results.

TABLE 61

EFFECTIVE PREDICTOR SCALES
(OBSERVER-RATED INDEPENDENT VARIABLES)

Predictor	SASC 1	SASC 3	SASC 4	Communication Skills SASC 5	Host Country Interaction and Interest SASC 6	SASC 7	Commitment to Host Family SASC 9	Overall Adjustment SASC 10	Academic Effectiveness SASC 11	FC	MC	RC	Failure Group
Host Father Rated Predictors (FD)							o	X		■	■	X	
Host Mother Rated Predictors (MD)						X		■		■	■	X	
Area Representative Rated Predictors (RD)				o				X		X	X	■	X

o = Significant correlation through multiple regression analysis.
X = Significant correlation through extreme group analysis.
■ = Significant correlations through both analyses.

Conclusions. In Table 62, both the CIDA-Adapted predictor scales and LSCT predictors are presented. The observer-rated predictors were dropped because they contributed only marginally and were undifferentiated. Although they were useful to confirm the reliability of self-rated predictors, the practical reality is that if these observer-rated predictor scales were used to gather data prior to the subjects' experience, host parents and area representatives would obviously not have any basis for judgment. It was hoped that the host parent rating scales might be later adapted for natural parents to rate their children, but the probability that such responses would be skewed by leniency and halo effect now seems to preclude that option.

Nonetheless, the six self-rated predictor scales and the LSCT 1 and 2 together predict, to some degree, all the self-rated criteria scales. Perhaps the weakest link is the prediction of Communication Skills. Since a large part of this scale measures competence in the host country language, perhaps a language test score should be added. This will be discussed further in the section on implications. The eight scales (six plus LSCT 1 and 2) also predict membership in the success or failure group and the area representatives' criteria scale.

Further evaluation raises another issue. If a self-rated predictor scale is significantly correlated with

TABLE 62

ALL SELF-RATED PREDICTOR SCALES

Predictor Scale			Affect			Communication Skills	Host Country Interaction and Interest		Commitment to Host Family	Overall Adjustment	Academic Effectiveness	FC	MC	RC	Failure Group
			1 SASC	3 SASC	4 SASC	5 SASC	6 SASC	7 SASC	9 SASC	10 SASC	11 SASC				
SBSC	1	Self-Confidence/ Initiative						[illegible]	o						X
SBSC	3	Natural Family Communication			[illegible]										X
SBSC	5	Interpersonal Interest	o		o		o			X	o	X			
SBSC	6	Interpersonal Harmony		X	X						X				
SBSC	8	Non-Ethnocentrism								X		X	X		X
SBSC	13	Background for Host School Work						o		[illegible]		o		o	X
LSCT	1		ot	Xt	[illegible]t			t	t		ot				
LSCT	2		t	[illegible]t	Xt	t		t	t	t	t			X	

o = Significant correlation through multiple regression analysis.
X = Significant correlation through extreme group analysis.
t = Significant correlation through t-test.

one self-rated criteria scale, which itself is significantly correlated with a second self-rated criteria scale, then does the self-rated predictor scale in effect also "predict" the second self-rated criteria scale? For example, if SBSC 5 is significantly correlated with SASC 10, and SASC 10 is significantly correlated with FC, MC and RC (which it is; see Table 15 in Chapter V), then does SBSC 5 in effect also "predict" FC, MC and RC?

Perhaps the collapsing of the observer criteria scales obscures the degree to which the self-rated predictor scales may have been significantly correlated with one or more of the original scales in FC, MC or RC, but not enough to show significant correlations with all the scales combined into one. This would explain the absence of direct prediction of observer-rated criteria scales by self-rated predictor scales.

The personality characteristics which predict overseas effectiveness are: (1) Self-Confidence/Initiative, (2) Natural Family Communication, (3) Interpersonal Interest, (4) Interpersonal Harmony, (5) Non-Ethnocentrism, (6) Background for Host School Work, and (7) Stage of Ego Development. One through six are supported by concurrent correlations and the LSCT is supported by truly predictive correlations.

Comparisons of CIDA and YFU Results

Research Question IV. What will be the differences and similarities between the findings of this study on overseas effectiveness and personality characteristics of adolescents and the findings of another subject population, technical advisors?

Hypothesis IV. There will be no significant differences between the findings of the CIDA study and the findings of the YFU study.

Comparison of criteria results.

Self-rated. The CIDA study concluded that there were four major self-rated dimensions of overseas effectiveness for their technical advisors. These included: (1) Personal Feelings of Satisfaction, (2) Overall Effectiveness, (3) Professional/Cultural Adjustment and (4) Concern with Training. The YFU study concluded that there were seven self-rated overlapping categories which characterize the overseas experience for adolescent exchange students. These included: (1) Overall Affect, (1a) Affect Towards Self and Health, (1b) Affect Towards Host School, (2) Overall Adjustment, (3) Academic Effectiveness, (4) Interaction Activities, (5) Host Country Interest, (6) Communication Skills, and (7) Commitment to Host Family. Each of these dimensions is listed in an expanded version in Table 63.

TABLE 63

CIDA-YFU COMPARISONS OF DEPENDENT SELF-RATED SCALES

CIDA Factored Self-Rated Dependent Scales	YFU Constructed Self-Rated Dependent Scales
Personal Feelings of Satisfaction	Overall Affect-SASC 1
1. Feelings about living in this country	1. Feelings about living in this country
2. Feelings about oneself	2. Feelings about oneself
3. Feelings about the job	3a. Feeling about one's school work
4. Feelings about meeting Nationals	3b. Feelings about school outside of classes
5. Feelings about one's health	4. Feelings about getting to know host country people
6. Feelings about speaking another language	5. Feelings about one's health
	6. Feelings about speaking another language
	Feelings about one's host family
	Affect Towards Self and Health - SASC 3
	2. Feelings about oneself
	5. Feelings about one's health
	Affect Towards Host School - SASC 4
	3a. Feelings about one's school work
	3b. Feelings about school outside of classes
Overall Effectiveness	Overall Adjustment - SASC 10
7. Personal adjustment	7. Personal adjustment
8. Effectiveness in transfer of technology	9a. Adjustment to school outside of academics
9. Job effectiveness	10. Adjustment to host family
10. Family adjustment	Academic Effectiveness - SASC 11
	9b. Personal success in school work
Professional/Cultural Adjustment	Interaction Activities - SASC 6
11. Acceptance of local customs	11a. Interact and have friends with host country people
12. Commitment to the job	14. Engage in enjoyable activities
13. Appropriate technical background	11b. Participate in non-classroom activities
	Host Country Interest - SASC 7
	11c. Interested in and takes initiative to see this country
	Know certain facts about this country
	Communication Skills - SASC 5
	Speak and understand common working language of this country
	Demonstrate the ability to communicate with methods other than spoken word
Concern with Training	Commitment to Host Family - SASC 9
15. Concern with training local people	Feel personally commited to one's host family
	Care about sharing one's own country and culture with host family

As one can see from Table 63, Overall Affect is very similar to the CIDA dimension of Personal Feelings of Satisfaction. Also, the combined dimensions of Overall Adjustment and Academic Effectiveness contain similar components to the dimension of Overall Effectiveness in the CIDA Study. For example, Overall Effectiveness is composed of one dimension of personal adjustment, two of job effectiveness and one dimension of family adjustment. Similarly for students, the combined dimensions of Overall Adjustment and Academic Effectiveness are composed of one dimension of personal adjustment, two of "job effectiveness" made up of personal success in school work and adjustment to school outside of academics, and one dimension of adjustment to the host family. In light of the original hypothesis about the importance of subject and setting specific criteria, these findings are important. From the research one might have assumed that the overseas experiences of technical advisors and the experiences of exchange students would differ markedly from each other. The findings in Table 63 seem to indicate a strong relationship between the components of the overseas effectiveness across two apparently different subject populations and cross-cultural situations.

Another similarity between the experiences can be

seen when the CIDA scale of Professional/Cultural Adjustment is compared with the YFU scales of Interaction Activities and Host Country Interest. One might conclude from this that the Professional Adjustment dimension does not exist for YFU students because comparable dimensions of "commitment to the job" and "appropriate technical background" are entirely missing in the YFU samples. The professional dimension might be defined differently for this group. If, perhaps, part of the "job" of exchange students is to share one's culture with one's host family, then some trace of a "professional" responsibility can be seen.

The CIDA dimension of Concern with Training (the role of CIDA technical advisors) and the YFU dimension of Commitment to the Host Family could be said to mirror one another. Of course, another interpretation of this last comparison is that the professional dimensions of technical advisors' jobs are more easily identified in their overseas experience than are the "professional dimensions" of overseas exchange students. If "concern with training" were identically replicated with the YFU study as originally hypothesized, one would perhaps expect that Commitment to Host School would have emerged as an important dimension of the exchange student's experience. More research is needed to clearly determine

the actual "job" and responsibilities of an exchange student as seen by him/herself.

The dimension of Communication Skills for adolescent exchange students emerged as an important self-rated dimension of overseas effectiveness. This did not specifically emerge as one of the important dimensions of overseas effectiveness of technical advisors though it may be a subunit of effectiveness in the "transfer of technology" component.

Observer-rated. Very few similarities or differences can be demonstrated between the two sets of observer-rated perceptions of overseas effectiveness. This is primarily due to the fact that the YFU study did not produce useful factor analyzed scales and, therefore, the criteria were collapsed into one scale for each observer. Table 64 represents an attempt to compare the CIDA and YFU observer-rated dependent scales using the constructed YFU sub-scales before they were collapsed into one scale. The case for similar observer perceptions of overseas effectiveness would be much stronger if the YFU scales had factor analyzed. It is possible, though, that the subsequent constructed scales would not have shown any significant correlations with the predictor scales after multiple regression and extreme group analyses were performed. As this was not the case, one can reasonably

TABLE 64

CIDA-YFU COMPARISONS OF DEPENDENT OBSERVER-RATED SCALES

CIDA Factored Observer*-Rated Dependent Scales	YFU Constructed Observer**-Rated Dependent Scales
Intercultural Interactions and Training	**Communication Skills**
1. Interaction with local people	3. Speaks and understands the common working language of this country
2. Local non-verbal communication	2. Demonstrates the ability to communicate with methods other than spoken word
3. Knowledge of local language	**Host Country Interest**
4. Factual knowledge about country	Is interested in and takes initiative to see this country
5. Concern with training local people	4. Knows certain facts about this country
Job Performance	**Academic Effectiveness**
6. Effectiveness on the job	6. Performance of school work
7. Effectiveness in transfer of technology	**Commitment to Host School**
8. Commitment to the job	8. Demonstrates personal commitment in school
9. Appropriate technical background	Is interested in sharing his/her country with people in host school
Adjustment, Family Adjustment and Satisfaction	**Overall Adjustment**
10. Personal adjustment/adaptation	10. Personal adjustment
11. Family adjustment/adaptation	11. Adjusted to host family
12. Engaging in enjoyable activities	Adjusted to school outside of classes
	Interaction Activities
	1. Interacts and has friends with host country people
	12. Engages in enjoyable activities
	Participates in non-classroom activities
	Commitment to Host Family
	Commitment to his/her host family
	Is interested in sharing his/her culture with host family

* Obtained from colleagues of same nationality, host national counterparts

** Obtained from:
1) Host Father Dependent Scales (FC)
2) Host Mother Dependent Scales (MC)
3) Area Representative Dependent Scales (RC)

assume that the observer criterion instrument is a useful one.

The YFU items in Table 64 are numbered to correspond with the CIDA items which one might reasonably assume are comparable. Without specific scale analyses in the YFU study, though, further similarities and differences between the two sets of observer's ratings about overseas effectiveness can only be conjecture.

Comparison of predictor results.

Self-rated. The CIDA study found that seven self-rated personality characteristics were potential predictors of overseas effectiveness for their technical advisors. The YFU study found five self-rated personality characteristics were potential predictors of overseas effectiveness for exchange students. These results are compared in Table 65. The CIDA study obtained factor analyzed scales while the YFU study constructed logical scales based primarily on those earlier CIDA factored scales. Both studies used extreme group and multiple regression analyses.

The two studies shared the following four self-rated personality characteristics as potential predictors of overseas effectiveness for their respective populations: (1) Self-Confidence/Initiative, (2) Family Communication,

TABLE 65

CIDA-YFU COMPARISONS OF SELF-RATED INDEPENDENT SCALES

CIDA Factored Self-Rated Independent Scales	YFU Constructed Self-Rated Independent Scales
Self-Confidence/Initiative	Self-Confidence/Initiative - SBSC 1
1. Lack confidence	1. Lack confidence
2. Feel confident about personal judgment	2. Feel confident about personal judgment
3. Feel confident in making plans	3. In decision making, look at all the factors involved
4. Can sense feelings of others accurately	4. People often come to me with their problems
5. Let others take the initiative	5. Let others take the initiative
6. First to act or initiate suggestions in new situations	6. First to act or make suggestions
Frankness	
7. Speaks frankly rather than remaining silent	
8. Prefers to be frank around others	
9. Never hesitates to speak out	
Spouse/Family Communication	Natural Family Communication - SBSC 3
10. Difficult communication with spouse and family	10. Difficult communication with members of natural family
11. Spouse and I understand each other	11. Natural family and I understand each other
12. Am close to spouse and family	12. Am close to members in my natural family
Cautiousness	Interpersonal Interest - SBSC 5
13. Is cautious in decision making	Acknowledge and compliment others
14. Preference for talking over listening	Make effort to show others my interest in them
15. Need for prudence due to political realities overseas	
Interpersonal Harmony	Interpersonal Harmony - SBSC 6
16. Don't respect a lot of people	16. Don't respect a lot of people
17. Find self in conflict with others	17. Find self in conflict with others
Tenacity	
18. Likes to finish a task before moving on to another	
19. Persistence with frustrating tasks	
Non-Ethnocentrism	Non-Ethnocentrism - SBSC 8
20. Need to be aware of local cultural realities	20. Need to be aware of local cultural values
21. New ideas only interfere	21. New ideas only interfere
22. Cannot accept things about other countries	22. Should still be able to live like I do in my country
	Background for Host School - SBSC 13
	Loevinger Sentence Completion Test - LSCT 1,2

(3) Interpersonal Harmony, and (4) Non-Ethnocentrism. Frankness, Cautiousness and Tenacity were apparently not perceived by the YFU subjects as potential predictors of successful overseas exchange students. Interpersonal Interest as a scale did not predict any of the CIDA criteria when subjected to extreme group and multiple regression analyses. Finally, the LSCT and background for host school work were predictors of overseas effectiveness of exchange students, but these cannot be compared with CIDA findings as they were not used in the CIDA study.

Observer-rated. The YFU collapsed observer-rated independent scales are almost identical to the two factored CIDA observer-rated scales which proved effective as potential predictor scales. The YFU collapsed observer scales contained three more items as indicated in Table 66. Again, as in the dependent scales, further similarities and differences cannot be determined, primarily because the YFU scales were treated as one scale throughout the analyses. The most interesting finding concerning these data is that, as indicated earlier in Table 61, this YFU observer-rated scale, which was nearly identical to that of the factored CIDA scales, was predictive of several criteria scales for this sample population. This finding, along with the comparisons

TABLE 66

CIDA-YFU COMPARISONS OF OBSERVER-RATED INDEPENDENT SCALES

CIDA Factored Observer*-Rated Independent Scales	YFU Constructed Observer**-Rated Independent Scales
Interpersonal Skills	Interpersonal Skills
1. Flexible to ideas, beliefs, points of view of others	1. Flexible to ideas, beliefs, points of view of others
2. Demonstrates to others they are valued	2. Demonstrates to others they are valued
3. Good listener who accurately perceives needs and feelings of others	3. Good listener who accurately perceives needs and feelings of others
4. Capacity to build and maintain relationships	4. Capacity to build and maintain relationships
5. Remains in full control under stress	5. Remains in full control under stress
6. Sensitive to many host country issues	6. Sensitive to many host country issues
Self-Assertion	Self-Assertion
7. One of the first to act	7. One of the first to act
8. Confident with personal goals and judgment	8. Confident with personal goals and judgment
9. Frank and outspoken rather than tactful	9. Frank and outspoken rather than tactful
	Background for Host School Work
	10. Appropriate background for school work
	Background for Host School
	11. Appropriate background to adjust to school environment
	Background for Host Family
	12. Appropriate background to adjust to host family living experience

* Obtained from colleagues of same nationality, host national counterparts

** Obtained from:
1) Host Father Independent Scale (FD)
2) Host Mother Independent Scale (MD)
3) Area Representative Independent Scale (PD)

indicated here between the studies, give support to the conclusion that Interpersonal Skills and Self-Assertion, as identified by observers, are important potential predictors of effectiveness for individuals living and working or going to school overseas.

Conclusions.

Comparison of criteria results. This research indicates that the following self-rated scales measuring overseas effectiveness in the YFU and CIDA studies were comparable for their respective subjects and settings: (1) Personal feelings of satisfaction (CIDA) and overall affect (YFU) and (2) overall effectiveness (CIDA) and overall adjustment/academic effectiveness (YFU). (See Table 63.)

The CIDA study found that the self-rated scales of professional/cultural adjustments and concern with training were only partially comparable to the YFU scales measuring overseas effectiveness. The self-rated "professional" dimension of overseas effectiveness for technical advisors is more clearly defined than it is for exchange students. The "job" of exchange students from their perspective is either composed of commitment to the host family and communication skills or possibly does not exist in their minds as a distinct dimension of overseas effectiveness. Further research is needed to

clarify the "professional" dimension of overseas effectiveness as seen by adolescent exchange students.

There appears to be more emphasis on interaction activities and host country interest by YFU students than by technical advisors, though certainty of this interpretation would also require more research. Finally, the self-rated dimensions of communication skills and commitment to host family emerge as distinct and important dimensions of the overseas experience for adolescents while these same scales are not found in the CIDA self-rated definition of overseas effectiveness.

Comparison of the observer-rated scales composing overseas effectiveness for the YFU and CIDA studies is difficult because these YFU variables were collapsed and treated as one scale. It is perhaps most useful to highlight the differences in individual items between the two studies rather than the similarities. All of the items appearing in the factored CIDA observer-rated dependent scales also appeared in the constructed YFU observer-rated dependent scales except for three. These were: (1) concern with training local people, (2) effectiveness in transfer of technology, and (3) appropriate technical background. The following items appeared in the YFU observer-rated dependent scales but not in the comparable CIDA scales: (1) is interested in and takes

initiative to see this country, (2) is interested in sharing his/her country with people in host school, (3) commitment to his/her host family, (4) is interested in sharing his/her culture with host family. It is very possible that sharing of one's culture with the host family and host school in the YFU sample, along with taking an interest and the initiative to see the country, constitutes the "professional" dimension of overseas effectiveness as seen by the observers for these exchange students. Factor analyzed scales for these observer-rated dimensions in future research would greatly strengthen these conclusions.

Comparison of predictor results. The following scales of personality characteristics, as rated by the subjects in both the YFU and CIDA studies were potentially predictive of overseas effectiveness for each of their populations in their respective settings: (1) Self-Confidence and Initiative, (2) Natural Family Communication, (3) Interpersonal Harmony, and (4) Non-Ethnocentrism. As these four characteristics have emerged from these very different populations, one could safely assume that they would also emerge as important personality characteristics for other types of individuals participating in cross-cultural living situations.

Comparisons between CIDA and YFU observer-rated

independent scales are inconclusive because these YFU scales were so highly intercorrelated that they were treated as one overall scale. The CIDA scales of: (1) Interpersonal Skills, and (2) Self-Assertion, though, can still be viewed as potentially useful predictors for both samples because the YFU collapsed scales contained these individual scales in their composition with only three additional items not included in the CIDA scales. Both the self-rated and observer-rated independent variables need to be tested in a truly longitudinal research design before they can be confidently incorporated into screening and selection procedures.

Implications of Methods and Results for YFU Training and Selection Programs

A definition of overseas effectiveness. According to the YFU exchange students, their host parents, and area representatives (those questioned in this study), a student who is effective overseas in the YFU exchange program can be described as one who:

- demonstrates a commitment to one's host family, partly through sharing one's own culture with one's host family
- learns to speak the language and also learns methods of communication other than the spoken word
- takes the initiative to explore the host country and to learn about its customs, opportunities, and history

- makes friends with host country people and engages in enjoyable activities with them
- experiences a degree of personal success in school work
- is able to adjust to the situations encountered in living with a host family, in participating in the social aspects of the school experience, and in responding to the personal changes brought about by the experience
- reports feeling positive about the experience, especially feeling positive about oneself, one's physical health, and one's school experience

Personal characteristics of effective YFU students.

According to YFU exchange students, their host parents, and area representatives, the kind of student who is most likely to be effective in the YFU program can be described as one who:

- demonstrates self-confidence and initiative in making personal judgments and solving problems, and considers all factors before making a decision
- has open communication and close relationships with one's own family
- shows interest in others, especially by complimenting them
- makes an effort to respect others and to maintain harmonious relationships with others
- is open to new ideas and to experiencing different customs and recognizes the need to be aware of local cultural values
- has appropriate background for host school work
- is "developmentally ready" as measured by the Loevinger Sentence Completion Test (See Chapter III)

Uses of the terms "predict" and "predictive." In considering the implications of the results of this study for YFU programs, we must be careful to distinguish between the various possible meanings the reader is likely to attach to the terms "predict" and " redictive." For the purposes of this research, "predict" is used to make a statement of statistical probability about the relationship of an independent variable or scale and a dependent variable or scale. Hence, when the author says, for example, that the LSCT score predicts whether a student will be successful, this means that there is a high probability that the positive correlation between students' average of scores on the LSCT and average of their ratings on criteria for overseas effectiveness is explained not by chance but more likely by the causal factors proposed in the discussion of the research questions. This is not the same as prediction in the programmatic sense, which may be taken to mean that if an individual student has a high score on the LSCT, it can be said with certainty that he or she will be successful overseas. Prediction in the statistical research sense may be related to prediction in the programmatic sense, but they are not one in the same.

Additional confusion is added by the distinction for research purposes between predictive and concurrent

research design. Strictly speaking, the relationship between two variables can only be predictive in a statistical sense if the predictor variable data was collected before the actual performance (experience) being predicted. It is for this reason that the author refers to relationships between variables tested concurrently (data for both criteria and predictors collected after performance) as only "potentially predictive."

Application of research methods to selection techniques. The methods of collecting data about the personal characteristics of YFU students for this study may have useful applications for improving existing selection techniques and designing new ones. Indeed, the most significant implication of the research findings for YFU programs may well be that prediction in a programmatic sense is a feasible goal. The combination of the 36 item LSCT test and the 17 significant predictor items from the questionnaires together predicted (in the probabilistic sense) the overseas effectiveness of YFU students as defined by the program participants (students, host families, area representatives). In other words, a total of only 53 items gave us information of tremendous value to the selection process.

Value of written questionnaires. Currently, YFU does

not make use of written evaluation instruments like those used in this research. Given their relative simplicity of administration and the richness of the resulting data, written forms should probably be considered as a part of future selection techniques. Standardizing this kind of written data collection instrument and making sure it does the job efficiently will be extremely important if the balance between ease of administration and value of results is to be maintained.

Validity of self-report questionnaires. This study gives strong support to the validity of self-reported information, both in terms of direct self-assessment and particularly for a projective test like the LSCT which measures dimensions relevant to cross-cultural experience. An important caveat may be that students accurately perceive things about themselves and report them only to the extent they think they are in a position to reflect on these things without penalty or cost to themselves.

Measuring "readiness." Selection is conventionally understood only as a yes or no issue which, of course, it is in the simple sense. This, however, has led to the notion that there are types of people who are acceptable or unacceptable for the program in question. Particularly with regard to selecting among an adolescent population,

this view of selection seems unnecessarily limited. One implication of the successful use of the Loevinger Sentence Completion Test, a developmental rather than a dichotomous measure, in this research may be that YFU selection should incorporate the concept of developmental readiness in its assessment techniques. Serious consideration should be given to when a student could best benefit from and contribute to the overseas experience.

Choosing a balanced approach. Obviously, selection information can be used in a variety of ways, frequently in ways not intended by designers of instruments. This author recommends an approach which is balanced in at least three ways. First, the use of so-called "psychological tests" should be balanced with more intuitive person-to-person interviews and language and academic performance measures. Second, information collected about the applicant from recommendations should be balanced with self-reports. This might include the use of self-selection techniques which would result in better information upon which a student could decide to apply for a program (or perhaps which of several programs to apply for, e.g., summer vs. full year). Third, the total selection process should be balanced in the sense of composing the total group from any geographic region or

for any one program. Much in the same way that college admissions officers assemble a diverse class, selection for YFU should assemble a "class" that includes both "risky" selections and "sure winners" (as well as those in between). It is not clear that such a mix happens automatically and, certainly, if a mix is designed on a national level it is likely that one region could have a high proportion of students requiring more than average support. The ideal would seem to be a strategy which results in a mix of students in each geographic or programmatic region so that no one staff (especially in the case of volunteers) is overburdened with problems.

Applications of results to selection criteria. Perhaps a more obvious application of this research is the development of useful selection criteria. These can be drawn directly from the independent variables validated in the study and interpreted for YFU's purposes in the personal characteristics section above.

Self-confidence and initiative. These characteristics can be measured with written tests or inferred from biographical information supplied by applicants. Face-to-face meetings with YFU interviews should also provide useful data.

Interpersonal skills. As with self-confidence and

initiative, interpersonal skills represent a recurring dimension of overseas effectiveness for all kinds of sample populations. Interpersonal skills are perhaps best assessed by observation and interaction, but may also be inferred from written responses.

Caution on "change of scene" therapy. YFU personnel report that some students have apparently applied for programs (often with parental encouragement) in order to get out of difficult family situations (e.g., divorce of parents). The results of this study indicate that such individuals should be selected with caution. Open communications and close relationships with members of one's natural family were highly correlated with overseas effectiveness, while difficult natural family communications was highly correlated with ineffectiveness overseas. Apparently, ineffective patterns of communication in one's natural family can be transferred to the host family. Obviously, this one criteria should not preclude a student, but the potential costs to the sponsoring organization should be clearly recognized.

Background and preparation for the "job." To the extent that school work constitutes the "job" of the YFU student, background for school work is just as important to overseas effectiveness as background for a specific technical assistance job is in technical assistance work.

This study found that appropriate background for school work was highly correlated with overall adjustment overseas. A possible selection strategy in this case may involve gathering the necessary data to do some matching of academic background with schools in each region before assigning students to host families.

Communication prerequisites. Although this study did not use a language proficiency test as a predictive measure, participants in YFU programs identify skill in the local language as a significant dimension of overseas effectiveness. This seems to support the inclusion of language testing such as the Foreign Service Institute system being used in some areas by YFU.

Readiness. The Loevinger Sentence Completion Test (aside from its value as a direct testing instrument) indicates that maturity as measured in the construct of "ego development" is a significant criteria for predicting effectiveness overseas. Familiarity with the stage descriptions and the rating techniques might educate interviewer's impressions of the suitability of particular candidates.

Application of results to student orientation. Student selection is only one method of applying this research to improve overseas effectiveness. Once students are

selected, they can be provided with training in pre-departure orientation.

Effective affective preparation. One finding of this study was that student's affect, feelings, towards themselves, their host family, host culture, school, and health are important dimensions of their overall adjustment. Although training often addresses cognitive skills, it rarely addresses affective skills. Preparing people to anticipate and handle their feelings is a difficult task, but has been successfully done through experiential techniques. Simulations, video tapes, case studies, films and role plays can all be designed to involve the students in the emotional preparation for their experience. The closer the simulated experience is to the new experience which students will have, the more impact the preparation is likely to have. Though concepts such as culture shock, adjustment, and homesickness can be cognitively presented, preparation for emotional responses to these stimuli should be experiential and provided in the context of learning useful coping techniques.

Transferable language learning skills. Given the significance of language learning (as distinct from pre-departure proficiency) skills in determining effectiveness overseas, training might include techniques for self-instruction, making use of children's television programs

in the host culture, and methods of getting language learning help from one's host family.

Training should also include practice in the observational skills necessary to pick up non-verbal communication cues in the host culture. Both verbal and non-verbal communication are significant dimensions of overseas effectiveness.

Planning first steps of interaction. Since interaction with host nationals is a significant dimension of overseas effectiveness and is also the most risky behavior for many newly arrived exchange students, orientation training could include a session on preparing for social interaction. One popular method is collecting pictures and other "audio-visual" aids that will facilitate the process of sharing things about oneself and culture. Students who go prepared to make presentations about their country build in the vehicle for establishing confidence by being an expert on something which host country friends will be interested in.

Another method which encourages interaction with others is the transfer of one's enjoyable activities from home to overseas. Such familiar activities are referred to as reinforcers, as they help to reinforce the individual in the new environment. They provide an easy way to make contact with others. For example, a person

might take two baseball mitts and a ball or some group games which take no language ability to play with others.

Strengths and weaknesses. Finally, as indicated by this research, self-perception of feelings and abilities were correlated with success and failure in the overseas setting. Therefore, students would very likely benefit from a self-diagnostic form which would help them identify their own particular strengths and weaknesses. (For example, if they had never studied a foreign language and did not know the language of the country they were to live in, a diagnostic tool could point this out to them as areas needing attention before they arrived in the country. Then, "preventive preparations" could be started and continued in the country.) If a student's self-perception was that he or she had difficulty making good friends, then that student might be encouraged to especially prepare to create opportunities to make friends. In order to have the desired effect, the form would need to emphasize how one might begin to prepare for the experience rather than analyzing one's chances of success or failure. Ideas for preparation might be incorporated into the form.

Application of results to area representative training. Adult volunteers should receive training based on the

results of this study. They need to know which dimensions of an overseas experience are the most crucial as viewed by students, parents and volunteers. Area representatives also need to understand which characteristics in students are most highly correlated with their subsequent success or failure overseas. All of this information needs to be presented in a tentative fashion and volunteers should be encouraged to use the new data along with their current selection criteria until further research can be conducted.

Area representatives would benefit from skill training to aid them in dealing with student host family contacts and student adjustment problems. For example, area representatives should be able to recognize excessive ethnocentrism and to effectively handle such situations. Also, because adjustment to the host family is an important part of the interculture experience and because interpersonal harmony and verbal and non-verbal communications are important characteristics of successful students, area representatives should be trained in methods of conflict resolution. Interpersonal and intercultural conflicts are major roadblocks to overseas effectiveness.

As the primary contact with host families, area representatives may also provide assistance to host

parents and siblings which may give them techniques to contribute to the overseas effectiveness of their exchange student. Families can create opportunities for the student to share his or her culture with them by sharing an interest in the student's culture. A family member might learn about the music or history of the student's country as well as perhaps take an interest in the foods of that country. The family could provide opportunities for the student to get out and see the host country and perhaps provide another source of social contact besides the school.

Family members can play an important role in helping their students set realistic academic goals for themselves. Personal satisfaction in school is an important aspect of the overseas experience, but setting achievable goals is an important ingredient towards accomplishing a personal sense of academic effectiveness.

One phenomenon which many families perhaps fail to recognize in their students is the nature of the adjustment process with which their exchange student is faced. This study corroborates the commonly held notion that personal adjustment and adjustment to the host family are important dimensions for a student on an overseas experience. Sometimes, host families fail to exhibit an interest in, or sensitivity to how a student must change

to fit in and be successful in their new environment. Students' depression or frustration can frequently be attributed to their not being able to be themselves in the new place. Families can help students by finding out what kind of person the student is at home and helping find opportunities for the students to express these aspects of their personalities.

A final example of positive encouragement which a family can offer to the student is in the area of his or her physical health. A person's feeling about his or her health is important overseas as this study has shown. Specifically, therefore, accommodating health maintenance habits (eating patterns, hygene, exercise) will contribute to the student's perception of success overseas. Through flexibility and patience, host family members can meet the student part way in helping them successfully adjust to the new physical stresses of their intercultural experience.

Directions for Future Research

Further research at YFU. The major implication for YFU with regard to future research efforts is that it is indeed worthwhile based on our findings to date to conduct more research on the adjustment and effectiveness of adolescent students participating in an overseas exchange experience.

This study's results are useful for general communication about the questions at hand, but it would be premature to construct selection and placement instruments and procedures based on these data alone.

A second study needs to be conducted with larger sample members from several more different countries. The next study should include redesigned, more efficient predictor data collection instruments to measure student attitudes and characteristics. Items which were not successful in this study should be eliminated and other promising measures not yet tested, such as category width (Detweiler 1978), should be included. These predictor instruments should be administered prior to the intercultural exchange in a longitudinal research design. Every effort should be made to collect these measurements under controlled conditions to insure complete responses.

The criteria data collection instruments should also be revised with some attention given to varying the Likert-type items. More emphasis should be given to defining the "job" aspect of the student's experience. These instruments should also be administered and collected by trained personnel under controlled conditions.

The sample groups should be large enough in the beginning to allow for analyses at the end of the experience of each cultural group's responses. The similarities

and differences could then be compared for the specific cultural groups.

Finally, the results of this next study should be specifically incorporated into the student screening and selection procedures, the host family recruitment and orientation programs, the area representative training programs and the pre-departure and post-arrival orientation programs for students.

Replication of CIDA study. This study adapted instruments which had previously been used with Canadian technical advisors living and working in several countries. This research also used similar statistical procedures to those in the 1979 CIDA study. Therefore, the specific results of the two studies could be easily compared. The results of this YFU study support and strengthen many of the findings of the CIDA study. It is possible to determine this because the YFU study replicated the methodology used in the CIDA study. The similarities as reported earlier in this chapter are especially interesting in light of the very different samples and living settings for the two groups. The findings for both of these studies would be greatly strengthened by subsequent research efforts employing a longitudinal research design.

Developmental theory. This study suggests that the concept of psychological development as measured by the Loevinger Sentence Completion Test (LSCT) is equally important a predictor of intercultural adjustment as are the indicators of personality "traits." The YFU study results indicate that the LSCT in fact measures something quite apart from those scales which measure personality "traits." Therefore, levels of ego development should be used in conjunction with other individual indicators in the prediction and selection of adolescent exchange students. The LSCT and perhaps other measures of interpersonal development should be further tested with various samples to learn the magnitude of their predictive capabilities and to further contribute to a more complete and accurate understanding of the process of successful overseas adjustment and performance.

Previous research into overseas effectiveness has not addressed the question of personality development but has instead relied on factor analyzed personality traits as potential predictors of overseas success. The implication that certain types of people are well suited to overseas experience and others are not may need to be re-examined. In addition to asking the question, "What kind of person is best suited to living and working overseas?", we might ask when, in an individual's

psychological development, is he or she most likely to be effective overseas.

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APPENDIX A

The Loevinger Sentence Completion Test
Male and Female Forms
English and Spanish Forms

LOEVINGER SENTENCE COMPLETION

MALE

1. Raising a family...
2. When a child will not join in group activities...
3. When they avoided me...
4. A man's job...
5. Being with other people...
6. The thing I like about myself is...
7. If my mother...
8. Crime and delinquency could be halted if...
9. When I am with a girl...
10. Education...
11. When people are helpless...
12. Women are lucky because...
13. What gets me into trouble is...
14. A good father...
15. A man feels good when...
16. A wife should...
17. I feel sorry...
18. A man should always...
19. Rules are...
20. When they talked about sex, I...
21. Men are lucky because...
22. My father and I...
23. When his wife asked him to help with the housework...
24. Usually he felt that sex...
25. At times he worried about...
26. If I can't get what I want...
27. My main problem is...
28. When I am criticized...
29. Sometimes he wished that...
30. A husband has a right to...
31. When he thought of his mother, he...
32. The worst thing about being a man...
33. If I had more money...
34. I just can't stand people who...
35. My conscience bothers me if...
36. He felt proud that he...

LOEVINGER SENTENCE COMPLETION

FEMALE

1. Raising a family...
2. A girl has a right to...
3. When they avoided me...
4. If my mother...
5. Being with other people...
6. The thing I like about myself is...
7. My mother and I...
8. What gets me into trouble is...
9. Education...
10. When people are helpless...
11. Women are lucky because...
12. My father...
13. A pregnant woman...
14. When my mother spanked me, I...
15. A wife should...
16. I feel sorry...
17. Rules are...
18. When I get mad...
19. When a child will not join in group activities...
20. Men are lucky because...
21. When they talked about sex, I...
22. At times she worried about...
23. I am...
24. A woman feels good when...
25. My main problem is...
26. A husband has a right to...
27. The worst thing about being a woman...
28. A good mother...
29. Sometimes she wished that...
30. When I am with a boy...
31. When she thought of her mother, she...
32. If I can't get what I want...
33. Usually she felt that sex...
34. For a woman a career is...
35. My conscience bothers me if...
36. A woman should always...

LOEVINGER SENTENCE COMPLETION

Latin American Male

1. Criar a una familia...
2. Cuando un niño(a) no participa de actividades en grupo...
3. Cuando me ignoraron...
4. El trabajo del hombre...
5. Estar con otra gente...
6. Lo que me gusta de mí es...
7. Si mi madre...
8. La deliquencia y el crimen podrian ser eliminados si...
9. Cuando estoy con una mujer...
10. Educación...
11. Cuando la gente se siente incapaz...
12. Las mujeres tienen suerte porque...
13. Lo que me mete en problemas es...
14. Un buen padre...
15. Un hombre se siente bien cuando...
16. Una esposa debería...
17. Tengo pena...
18. Un hombre siempre debería...
19. Las reglas son...
20. Cuando ellos hablaban sobre el tema del sexo, yo...
21. Los hombres tienen suerte porque...
22. Mi padre y yo...
23. Cuando su esposa le pidió que la ayudara con los quehaceres de la casa...
24. Generalmente el pensaba que el sexo...
25. A veces el se preocupaba de...
26. Si no puedo conseguir lo que quiero...
27. Mi problema primordial es...
28. Cuando me critican...
29. A veces él deseaba que...
30. Un esposo tiene el derecho de...
31. Cuando recordaba a su madre, él...
32. La peor cosa de ser un hombre...
33. Si yo tuviera más dinero...
34. Yo no soporto gente que...
35. Mi conciencia me mortifica si...
36. El se sintió orgulloso de que...

LOEVINGER SENTENCE COMPLETION

Latin American Female

1. Criar a una familia...
2. Una chica tiene el derecho de...
3. Cuando me ignoraron
4. Si mi madre...
5. Estar con otra gente...
6. Lo que me gusta de mí es...
7. Mi madre y yo...
8. Lo que me mete en problemas es...
9. Educación...
10. Cuando la gente se siente incapaz...
11. Las mujeres tienen suerte porque...
12. Mi padre...
13. Una mujer embarazada...
14. Cuando mi madre me pegaba...
15. Una esposa debería...
16. Tengo pena...
17. Las reglas son...
18. Cuando me enojo...
19. Cuando un niño(a) no participa de actividades en grupo...
20. Los hombres tienen suerte porque...
21. Cuando ellos hablaban sobre el tema del sexo, yo...
22. A veces ella se preocupaba de...
23. Yo soy...
24. Una mujer se siente bien cuando...
25. Mi problema primoridal es...
26. Un esposo tiene el derecho de...
27. Lo peor de ser una mujer es...
28. Una buena madre...
29. Algunas veces ella deseaba que...
30. Cuando estoy con un hombre...
31. Cuando recordaba a su madre, ella...
32. Si no puedo consequir lo que quiero...
33. Generalmente ella pensaba que el sexo...
34. Una carrera es para un mujer...
35. Mi conciencia me mortifica si...
36. Una mujer siempre debe...

APPENDIX B

The Personal Dimensions Inventory
Self-Ratings of Expectations
Self-Ratings of Background Characteristics

AUSTRALIA

IMPORTANT: THERE ARE THREE PARTS TO THIS SURVEY, SENTENCE COMPLETION FORM, FORM A AND FORM B. PLEASE COMPLETE THE SENTENCE COMPLETION FORM AND FORM A WITHOUT LOOKING AT FORM B. THEN COMPLETE FORM B ON THE DAY FOLLOWING THE DAY YOU COMPLETED FORM A. THIS IS THE FIRST PAGE OF FORM B, MAKE SURE YOU HAVE COMPLETED THE SENTENCE COMPLETION FORM AND FORM A BEFORE YOU START HERE.

FORM B

PART I: SELF RATINGS OF PERSONAL CHARACTERISTICS

PART II: SELF RATINGS OF PERSONAL EXPECTATIONS

PART III: SELF RATINGS OF BACKGROUND CHARACTERISTICS

Youth for Understanding

FORM B

PART I: RATINGS OF PERSONAL CHARACTERISTICS

INSTRUCTIONS

Please complete the following form based on the kind of person you are when you are at home in your own country. Please tell us about yourself as honestly as you can. There are no correct responses to these statements. We want to know your opinion on each sentence.

Read each statement carefully and mark only one of the five columns on the scale for each statement. Please complete every question.

SCALE

Strongly Agree with the statement.

Tend to Agree with the statement.

No opinion, Uncertain or Indifferent.

Tend to Disagree with the statement.

Strongly Disagree with the statement.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. For the most part, I consider myself a friendly person.					
2. In a new situation, I am one of the first to act or make suggestions.					
3. When someone expresses a point of view which seems different from what I believe, I usually become interested and ask questions.					
4. In decision making, I look at all the factors involved.					
5. When I make plans, I am almost certain I can make them work.					
6. I prefer spending time with people who see things as I do.					

FORM B

Strongly Agree with the statement.
Tend to Agree with the statement.
No Opinion, Uncertain, or Indifferent.
Tend to Disagree with the statement.
Strongly Disagree with the statement.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
7. When a task gets overly frustrating, I prefer to move on to other activities rather than to continue at the task.					
8. I prefer talking to listening.					
9. I always make an effort to let others know that I am interested in them.					
10. Most important issues have clear-cut answers.					
11. When making a choice, I prefer to go about it cautiously rather than taking unnecessary risks.					
12. Because of different cultural habits, one needs to be observant.					
13. In the past, I have found a number of situations which were hard to cope with.					
14. Whenever I find myself in conflict with others (teachers, friends, parents, etc.), I generally remain calm rather than reacting emotionally.					
15. In a foreign country, I should still be able to live like I do in my country.					
16. When people express beliefs which seem wrong to me, I usually tell them what I think rather than remaining silent.					
17. I often lack confidence.					
18. Around others, I never hesitate to say what I think.					
19. Given a choice, I prefer to let others take the initiative.					
20. I believe most people consider me to be basically trustworthy.					
21. Suffering or discomfort can be easily read on another person's face.					
22. When I have to choose between being tactful and being frank, I prefer to be frank.					

FORM B

Strongly Agree with the statement.
Tend to Agree with the statement.
No opinion, Uncertain, or Indifferent.
Tend to Disagree with the statement.
Strongly Disagree with the statement.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
23. I always try to acknowledge and complement others.					
24. If I feel frustrated, I find it hard to hide my feelings.					
25. When I have to make a decision, I prefer to act quickly.					
26. If given the choice, I prefer to work with others rather than do it alone.					
27. Persons living in a foreign country should not be required to live by the laws of that country.					
28. Too many new ideas only interfere with what you already know.					
29. People often come to me with their problems.					
30. I am usually able to sense the feelings of others with a fair degree of accuracy.					
31. To be honest, there are a lot of people I know that I don't respect a great deal.					
32. For various reasons, I often find myself in conflict with others.					
33. Compared to others, I am particularly close to (members in) my natural family.					
34. In a group, I am generally not one of the first to make a suggestion.					
35. One need not understand local cultural traditions to live in a foreign country.					
36. I tend to give up when faced with repeatedly complicated or tiring situations.					
37. When living in a foreign country, it is important to be aware of local cultural values.					
38. Communication with members of my natural family is becoming more difficult.					
39. When I start something, I like to finish it before moving on to something else.					

FORM B

Strongly Agree with the statement. Tend to Agree with the statement. No Opinion, Uncertain, or Indifferent. Tend to Disagree with the statement. Strongly Disagree with the statement.	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
40. Generally speaking, my natural family and I understand each other.					
41. Generally, I feel confident about my judgement.					

FORM B

PART II: SELF RATINGS OF PERSONAL EXPECTATIONS

INSTRUCTIONS

Please respond to the following four statements about your personal expectations before coming to North America by marking one of the columns of the scale.

SCALE

Strongly Agree with the statement.

Tend to Agree with the statement.

No Opinion, Uncertain or Indifferent.

Tend to Disagree with the statement.

Strongly Disagree with the statement.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
42. As best as I can recall, before departure, I expected my overseas exchange to be a rewarding experience.					
43. Before departure, I felt confident I could prepare myself for my exchange experience in very little time.					
44. Before departure, I was concerned I would have trouble living in another country.					
45. Before departure from home, I never doubted I would do well in my overseas exchange experience.					

FORM B

PART III: SELF RATINGS OF BACKGROUND CHARACTERISTICS

INSTRUCTIONS

Please respond to the following statements about your background preparation before coming to North America by marking one of the columns of the scale.

SCALE

Completely

A Great Deal

Quite a Bit

A Little Bit

Hardly at All

	COMPLETELY	A GREAT DEAL	QUITE A BIT	A LITTLE BIT	HARDLY AT ALL
46. To what extent do you have the background for the school work you are doing now?					
47. To what extent do you have the background for adjusting to your host family?					

APPENDIX C

Observer Ratings of Personal Characteristics
Observer Ratings of Background Characteristics

AUSTRALIA

IMPORTANT: THERE ARE TWO PARTS TO THIS SURVEY, FORM C AND FORM D. PLEASE COMPLETE FORM C FIRST WITHOUT LOOKING AT FORM D. THEN COMPLETE FORM D ON THE DAY FOLLOWING THE DAY YOU COMPLETED FORM C. THIS IS THE FIRST PAGE OF FORM D, MAKE SURE YOU HAVE COMPLETED FORM C BEFORE YOU START HERE.

PRINT YOUR NAME _____

YOUR RELATIONSHIP TO YFU STUDENT

_____

FORM D

PART I: OBSERVER RATINGS OF PERSONAL CHARACTERISTICS

PART II: OBSERVER RATINGS OF BACKGROUND CHARACTERISTICS

Youth for Understanding

FORM D

PART I: OBSERVER RATINGS OF PERSONAL CHARACTERISTICS

INSTRUCTIONS:

The following sentences numbered 49-60 describe individuals to differing degrees. Please write in the name of the student you are rating on item 49. Read each sentence carefully, then rate the extent to which the statement describes the individual(s) you are rating. We are interested in the personal characteristics of the student(s) as they are most of the time. Therefore, please reflect the relatively consistent and recurring aspects of the student's behavior.

Try not to interpret whether you consider the statements as desirable or not because what is desirable may vary with each situation. Respond as carefully and accurately as possible based on your own observations of the person's behavior. Please do not compare or change your own answers based on discussion with others about the questions. Please complete you observations individually, choose only one answer, and complete all questions.

The rating scale used for each statement is:

To what extent does this statement describe the person you are rating?

NAME OF STUDENT

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM D

PART I

49. When confronted by obstacles, this individual remains in full control of himself/herself, is entirely calm and comfortable. (Note: obstacles may include ambigious situations, conflicts with others, irritating or anxiety-provoking situations, frustrations, etc.)

To what extent does this statement describe the person you are rating?

STUDENT'S NAME:_____

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

50. This individual is invariably one of the first to act, make suggestions, or propose a plan of action.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

51. This individual demonstrates a capacity to build and maintain relationships. He/she works well with others, is trusting, friendly and cooperative. People come to this person for help with various problems.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM D

52. This person demonstrates the ability to respond flexibly to the ideas, beliefs or points of view of others. When faced with different viewpoints, he/she may become curious and ask questions, and is generally open to different viewpoints rather than opinionated.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

53. When faced with making a decision, this person first cautiously weighs all the factors involved rather than acting with little thought beforehand.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

54. This person expresses and demonstrates self confidence with regard to personal goals and judgement. This individual is capable of self assertion in the presence of others.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM D

55. This person is a good listener who accurately perceives the needs and feelings of others.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

56. This person responds to others in a way that demonstrates they are valued. He/she shows interest in others through general attentiveness and appropriate concern. He/she compliments and acknowledges others.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

57. This person consistently works at a task until its completion, inspite of obstacles or fatigue. He/she does not lose interest or give up.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM D

53. This person demonstrates sensitivity to many host country issues and realities, whether cultural, social, or political.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

59. This person is frank and outspoken rather than tactful in his/her dealings with others.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

60. This person demonstrates relaxed friendly communications with the members of his/her natural family.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM D

PART II: OBSERVER RATINGS OF BACKGROUND CHARACTERISTICS

INSTRUCTIONS:

The following sentences 61-63 describe the background of individuals to varying degrees. Read each sentence carefully, then rate the extent to which the statement describes the individual(s) you are rating.

We are interested in the individual's background before their intercultural experience. Respond as objectively as possible based on your own observations of the person's behavior.

The rating scale used for each statement is:

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

61. This person appears to have the appropriate background for his/her school work.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

TURN PAGE

FORM D

62. This person appears to have the appropriate background to adjust to his/her school environment.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

63. This person seems to have the appropriate background to adjust to his/her host family living experience.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

APPENDIX D

Self-Ratings of Personal Feelings
Self-Ratings of Intercultural Adjustment,
School and Family Experience
Self-Ratings of Adjustment and Effectiveness

IMPORTANT: THERE ARE THREE PARTS TO THIS SURVEY, SENTENCE COMPLETION FORM, FORM A AND FORM B. PLEASE COMPLETE THE SENTENCE COMPLETION FORM FIRST WITHOUT LOOKING AT FORM A OR FORM B. THEN COMPLETE FORM A WITHOUT LOOKING AT FORM B. THEN COMPLETE FORM B ON THE DAY FOLLOWING THE DAY YOU COMPLETED FORM A. THIS IS THE FIRST PAGE OF FORM A. PLEASE BEGIN BY FILLING OUT THE GENERAL INFORMATION SHEET.

FORM A

GENERAL INFORMATION

PART I: SELF-RATINGS OF PERSONAL FEELINGS

PART II: SELF-RATINGS OF INTERCULTURAL ADJUSTMENT, SCHOOL AND FAMILY EXPERIENCE

PART III: SELF-RATINGS OF ADJUSTMENT AND EFFECTIVENESS

Youth for Understanding

FORM A

GENERAL INFORMATION

Questions on the following pages cover a variety of topics. Of course, all responses are confidential. Please be as truthful as possible, so the project results will be useful to future students.

NAME: _____

AGE: _____

SEX: _____

DATE OF BIRTH: _____

NATIONALITY: _____

MATERNAL LANGUAGE: _____

DATE OF COMPLETION OF THIS QUESTIONNAIRE: _____

HOST FAMILY ADDRESS:

_____

_____

_____

PERMANENT HOME ADDRESS:

_____

_____

_____

PREVIOUS CROSS-CULTURAL EXPERIENCE: _____

_____

AREA REPRESENTATIVE OR CLOSEST YFU CONTACT: _____

DATE OF FIRST DAY WITH PRESENT HOST FAMILY: _____

IS THIS HOST FAMILY A PERMANENT OR TEMPORARY PLACEMENT? _____

NAME OF PREVIOUS PERMANENT HOST FAMILIES AND STATE OF RESIDENCE

1) FAMILY _____ STATE _____

2) FAMILY _____ STATE _____

3) FAMILY _____ STATE _____

FORM A

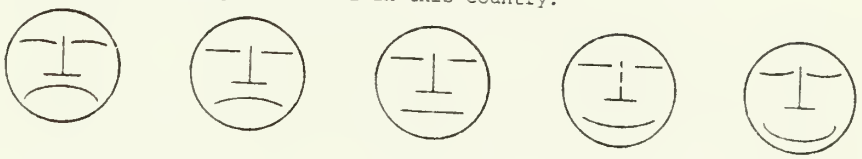
PART I: SELF RATINGS OF PERSONAL FEELINGS

INSTRUCTIONS

Please place a check on the face which shows how you feel about each of the following eight items. We are interested in your feelings about these items as a result of your intercultural experience. Be sure to complete all questions.

1. Living in this country.

2. Yourself, as you live and go to school in this country.



3. Getting to know host country people.

4. Your host family.

5. Your school work.

FORM A

6. School outside of classes.

7. Communicating in Australian English.

8. Your health in this country.

FORM A

PART II: SELF RATINGS OF INTERCULTURAL ADJUSTMENT, SCHOOL AND FAMILY EXPERIENCE

INSTRUCTIONS

Please complete the following form about skills and activities, school, and your host family, as a result of your present exchange experience. For each question, mark only one of the five columns on the scale. Complete all questions.

SCALE

Completely

A Great Deal

Quite a Bit

A Little Bit

Hardly at All

NOTE: Try not to be influenced by whether you consider these skills and activities desirable or not.

	COMPLETELY	A GREAT DEAL	QUITE A BIT	A LITTLE BIT	HARDLY AT ALL
9. To what extent do you communicate in the common working language of this country?					
10. To what extent do you demonstrate the ability to communicate with host country individuals through methods other than the spoken word? (Note: Non-verbal communication includes skills such as use of host country gestures, appropriate eye contact, appropriate interpersonal space, etc.).					
11. To what extent do you interact with host country people, and have host country individuals as friends?					
12. To what extent are you interested in this country and take the initiative to get out and see as much of it as possible?					
13. To what extent do you know certain facts about this country? (Note: factual knowledge includes knowledge of history, geography, politics, religion, current events, etc.).					

FORM A

Completely
A Great Deal
Quite a Bit
A Little Bit
Hardly at All

	COMPLETELY	A GREAT DEAL	QUITE A BIT	A LITTLE BIT	HARDLY AT ALL
14. To what extent do you accept this country and its customs as different but valid for the people of this country?					
15. To what extent do you engage in a variety of enjoyable activities here?					
16. To what extent do you participate in non-classroom activities at school (sports, clubs, music, debate,etc.)?					
17. To what extent do you feel personally committed to your school work (i.e. interested and involved with school work)?					
18. To what extent do you feel personally committed to your host family (i.e. interested and involved in your family)?					
19. To what extent do you feel personally committed to your school (i.e. interested in activities and people at school)?					
20. To what extent do you particularly care about sharing your own country and culture in your school classes?					
21. To what extent do you particularly care about sharing your own country and culture with your whole school (i.e. friends, teachers, people you don't know)?					
22. To what extent do you particularly care about sharing your own country and culture with your host family?					

FORM A

PART III: SELF RATINGS OF ADJUSTMENT AND EFFECTIVENESS

INSTRUCTIONS

Please complete the following four questions on your intercultural adjustment and effectiveness as a result of your exchange experience. Circle only one of five choices given for each question.

ADJUSTMENT

23. Compared to other exchange students in this country whom you have known, how well have you adjusted or adapted to living here?

Among the Best Adjusted	Better than Average	Average	Less than Average	Among the least Adjusted

HOST FAMILY ADJUSTMENT

24. Compared to other exchange students in this country whom you have known, how well have you adjusted or adapted to your host family?

Among the Best Adjusted	Better than Average	Average	Less than Average	Among the least Adjusted

ACADEMIC EFFECTIVENESS

25. Compared to other exchange students whom you have known, how successful are you with your school work?

Highly Successful	Better than Average	Average	Less than Average	Highly Unsuccessful

SCHOOL ADJUSTMENT

26. Compared to other exchange students whom you have known well, how well have you adjusted or adapted to your school setting outside of academics?

Among the Best Adjusted	Better than Average	Average	Less than Average	Among the least Adjusted

APPENDIX E

Observer Ratings of Intercultural Adjustment, and Performance in School and Host Family Observer Ratings of Adjustment and Effectiveness

AUSTRALIA

IMPORTANT: THERE ARE TWO PARTS TO THIS SURVEY, FORM C AND FORM D. PLEASE COMPLETE FORM C FIRST WITHOUT LOOKING AT FORM D. THEN COMPLETE FORM D ON THE DAY FOLLOWING THE DAY YOU COMPLETED FORM C. THIS IS THE FIRST PAGE OF FORM C. PLEASE BEGIN HERE BY FILLING IN YOUR NAME BELOW.

PRINT YOUR NAME _____

YOUR RELATIONSHIP TO YFU STUDENT

_____

FORM C

PART I: OBSERVER RATINGS OF INTERCULTURAL ADJUSTMENT, AND PERFORMANCE IN SCHOOL AND HOST FAMILY.

PART II: OBSERVER RATINGS OF ADJUSTMENT AND EFFECTIVENESS.

FORM C

PART I: OBSERVER RATINGS OF INTERCULTURAL ADJUSTMENT, AND PERFORMANCE IN SCHOOL AND HOST FAMILY.

INSTRUCTIONS:

The following sentences numbered 27-38 describe individuals to varying degrees. Please write in the name of your student as you rate item 27. Read each sentence carefully, then rate the extent to which the statement describes the individual(s) you are rating.

We are interested in the student's intercultural adjustment as a result of their intercultural experience. Please complete these forms without discussing them with anyone else. We need as accurate and candid information as possible. Please choose only one option, and complete all questions. Rate the person as (s)he is at the present time.

The rating scale used for each statement is:
To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

---

BEGIN HERE:
STUDENTS NAME:_____

27. This person demonstrates the ability to communicate in the common working language of this country.
To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM C

28. This person demonstrates the ability to communicate with host country individuals through methods other than the spoken word. (Note: Non-verbal communication includes skills such as use of host country gestures, appropriate eye contact, appropriate interpersonal space, etc.)

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

29. This person interacts with host country people, and has host country individuals as friends.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

30. This person is interested in this country and takes the initiative to get out and see it as much as possible.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM C

31. This person demonstrates knowledge of a factual nature regarding this country- including knowledge of history, geography, politics, religion, current events, etc.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

32. This person does not disparage or "put down" the host country and its customs, but accepts them as different but valid for the people of this country.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

33. This individual engages in a variety of enjoyable activities here.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM C

34. This individual demonstrates personal commitment or investment in his/her school work. This person shows a continuing interest and involvement in his/her school work.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

35. This individual demonstrates commitment or investment in his/her school experience outside of school work. This person shows a continuing interest and involvement in his/her non-academic school experience.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

36. This individual demonstrates commitment or investment in his/her host family. This person shows a continuing interest and involvement in his/her host family.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM C

37. This person is particularly interested in sharing his/her country and culture with people in his/her school.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

38. This person is particularly interested in sharing his/her culture with his/her host family.

To what extent does this statement describe the person you are rating?

Completely	A Great Deal	Quite a Bit	To Some Extent	Hardly at All

FORM C

PART II: OBSERVER RATINGS OF ADJUSTMENT AND EFFECTIVENESS

INSTRUCTIONS:

Please complete the following questions on the intercultural adjustment and effectiveness of the students you are rating as a result of his/her exchange experience.

Circle only one of the five choices given for each question.

39. Adjustment

Compared to other exchange students in this country whom you have known, how well has this person adjusted or adapted to living here?

Among the Best Adjusted	Better than Average	Average	Less than Average	Among the Least Adjusted

40. Host Family Adjustment

Compared to other exchange students living in this country whom you have known, how well has this person adjusted or adapted to his/her host family?

Among the Best Adjusted	Better than Average	Average	Less than Average	Among the Least Adjusted

TURN PAGE

FORM C

41. Academic Effectiveness

Compared to other exchange students whom you have known, how effective is this person at performing his/her school work?

Highly Effective	Better than Average	Average	Less than Average	Highly Ineffective

42. School Effectiveness

Compared to other exchange students whom you have known, how well has this person adjusted or adapted to his/her school environment outside of academics?

Highly Effective	Better than Average	Average	Less than Average	Highly Ineffective